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ABSTRACT

This curriculum guide helps teachers to lead students in grades 6-8 to investigate themselves and the world of work as a basis for career planning. It is planned for a semester course, but may be modified by local planners utilizing any or a combination of complete course units. Each of the four units of instruction contains the following: a competency and competency number, objectives and objective numbers, time needed, strategies, learning activities, handouts, suggestions for instruction, and tests with answer keys. The units cover the following topics: self-awareness, workplace awareness, career exploration, and educational planning. A list of 8 textbooks, 41 other print resources, 7 videotapes, 7 computer programs, 10 software packages, 6 suppliers, and an equipment maker, and a list of equipment needed are included in the guide. (KC)

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MIDDLE GRADES EXPLORATORY

VOCATIONAL AND TECHNICAL EDUCATION

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Exploring Career Decisions

Career Development • CD 6158

Division of Vocational and Technical Education Services • North Carolina Department of Public Instruction • Bob Etheridge, State Superintendent

Activities and procedures within the Division of Vocational and Technical Education Services are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

FOREWORD

The new exploratory vocational and technical education program for the middle grades will result in the student being able to make good decisions at school, in the community, and within the family. The experiences which are a part of the program will provide an essential foundation for the development of a realistic, useful career development plan for each student.

The student will examine self and the changing nature of the workplace and employ contemporary and emerging technology to explore and define his/her role in the global community.

I hope this guide will be useful to you and to your students.

Bob Etheridge
State Superintendent
of Public Instruction

INTRODUCTION

Today's world is different. So is today's child. With the growing cognizance that education must also change to accommodate these differences has come a shift to the middle grades philosophy of teaching and learning for the early adolescent. Articulated, integrated, interdisciplinary teaching strategies and learning activities develop personal and interpersonal skills which enable the youth to effectively apply theoretical knowledge to real-world circumstances as today's student and tomorrow's productive citizen.

The Exploring Career Decisions curriculum is designed to permit investigation of self and the world of work toward the end of meaningful career planning. The student develops self-awareness and an understanding of today's workplace, explores a broad spectrum of careers, and formulates a tentative career development plan.

The curriculum is appropriate for youths in grades six, seven, or eight and is designed as a semester course.

ACKNOWLEDGEMENTS

The Division of Vocational and Technical Education Services and the consulting staff of the Career Development Unit wish to acknowledge the contributions of all who participated in the two-year process resulting in this curriculum guide. Special appreciation is expressed to Alamance County Schools, Burlington City Schools, and Greensboro City Schools for providing facilities for the curriculum development teams.

Special recognition is due the following team members who played major roles in the development of this document, and to their local administrators for their cooperation and support in the effort.

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USING THE CURRICULUM GUIDE

The Exploring Career Decisions curriculum guide is a resource for the teacher to use for planning and implementing a competency-based instructional program in grades 6-8. The course is a semester in length, but may be modified by local planners utilizing any or a combination of complete course units.

The course description which follows is taken from the Vocational and Technical Education Programs of Study and Support Services Guide (1992).

CD6158 (S-1) Max. Enr.: 18

Exploring Career Decisions

Designed to provide an orientation to career and self-awareness and the world of work. Experiences are designed to introduce the student to the technical nature of today's world and the productive worker's role in that world. Activities enable the student to explore self-awareness, decision making, occupational inquiry, and to begin to develop a career development plan.

Each curriculum page includes the following information:

COURSE NAME: Title of course as provided by the state.

UNIT: Indicates the unit of instruction.

COMPETENCY AND COMPETENCY NUMBER: Identifies the competency statement and the number, based on the course blueprint.

OBJECTIVE AND OBJECTIVE NUMBER: Identifies the desired student outcome(s). Each objective makes a complete statement when combined with the stem "the student will be able to..." The number identifies the objective according to the unit and competency as provided on the course blueprint.

TIME: Indicates the suggested time to be used for a specific objective.

STRATEGIES: The strategies in this curriculum have been developed as student strategies. Each strategy addresses a specific learning level. Learning levels are classified in one or more of the three domains: cognitive, psychomotor, and affective. Strategy development was based on and dictated by the level at which the objectives were written. For example, if an objective was written at a cognitive level 1(C1), then all strategies under that objective were written at a level no higher than level 1.

RESOURCE LIST: Resources include books, magazines and periodicals, software, computer programs, videos, and other supplemental materials.

EQUIPMENT AND SUPPLY LIST: The equipment and supplies listed are recommended for implementing the curriculum.

CAREER DEVELOPMENT
COURSE BLUEPRINT for 6148: EXPLORING CAREER DECISIONS
[Course Length: 1 semester; Class Length: 1 period]

Teacher: **School:** **LEA:**

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th **Room** **School Year:199|199.**

Seq. Day1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Areas	Level	Core Supp	Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)
1	2	3	4	5	6	7	8	9	10	11
		90		100%						
		18	100%	20%					A	SELF-AWARENESS.
		12	67%	13%	C3PA	AICIHIM ISS	NA	Core	001.00	**Examine characteristics which contribute to self-awareness and demonstrate related skills.**
		1.5	9%	2%	C1/3	C	NA	Core	001.01	Identify the reasons for knowing oneself before making decisions.
		0.5	3%	2%	C1	C	NA	Core	001.02	Identify the factors that influence self-concept.
		0.5	3%	2%	C1A	CIH	NA	Core	001.03	Describe the effects of self- concept on behavior.
		0.5	3%	2%	C3PA	AICIM	NA	Core	001.04	Demonstrate performances that enhance self concept.
		8	44%	3%	C1/3	CIM	NA	Core	001.05	Interpret assessment activities for identifying personal interests, aptitudes, learning styles, values and/or abilities.
		1	5%	2%	C3P	CISS	NA	Core	001.06	Demonstrate the appropriate etiquette and social skills in a variety of situations.
		6	33%	7%	C3	CIHIMISS	NA	Core	002.00	**Explain the relationship between self-awareness and career choices and apply related skills.**
		1	5%	1%	C1	C	NA	Core	002.01	Recognize the influence of attitudes on career choices.
		1	5%	1%	C2	C	NA	Core	002.02	Discuss ways performance contributes to self-esteem and job success.
		1	5%	1%	C2	CIMISS	NA	Core	002.03	Discuss the relationship between personal lifestyles and careers.
		1	6%	3%	C3	CIH	NA	Core	002.04	Investigate the effects career values, abilities, aptitudes, personal choices, personality, needs, aspirations and learning styles have on career choices.
		2	12%	1%	C1/3	CISC	NA	Core	002.05	Identify and apply steps in the decision-making process.
		18	100%	30%					B	WORKPLACE AWARENESS.
		9	50%	10%	C3P	CISCISS	NA	Core	003.00	**Examine technology, productivity and citizenship relative to the world of work and demonstrate related skills.**
		0.5	3%	1%	C1	CISS	NA	Core	003.01	Identify reasons why people work.
		0.5	3%	1%	C1/3	SS	NA	Core	003.02	Recognize the value and dignity that are inherent in work.
		0.5	3%	1%	C3	SCISS	NA	Core	003.03	Explain the interdependency of occupations.

Seq Day1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Areas	Level	Core Supp	Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)
1	2	3	4	5	6	7	8	9	10	11 CE:BP:6148 [Summer 1993]: Page 2
		0.5	3%	1%	C3	SCISS	NA	Core	003.04	Examine the effects of technology on the workplace and its workers.
		3	16%	2%	C1	SSIC	NA	Core	003.05	Recognize characteristics of the American and global economics.
		0.5	3%	1%	C3	SSIC	NA	Core	003.06	Examine factors that constitute responsible citizenship.
		3	16%	2%	C3P	C	NA	Core	003.07	Practice leadership and supportive roles.
		0.5	3%	1%	C3	SSIC	NA	Core	003.08	Examine changes in the world of work.
		9	50%	20%	C2/3P	CIHIMISC ISS	NA	Core	**004.00**	**Explain characteristics that promote success in the workplace and demonstrate related skills.**
		1	5%	2%	C2	CIHISS	NA	Core	004.01	Discuss work ethics.
		0.5	3%	2%	C2	CIHISS	NA	Core	004.02	Relate positive work habits to productivity in the economy.
		0.5	3%	2%	C2	CIH	NA	Core	004.03	Explain the advantages of developing self-discipline, productive work habits and positive attitudes.
		0.5	3%	2%	C1	CIH	NA	Core	004.04	List employee traits beneficial to success in the workplace.
		1	5%	2%	C3P	CIH	NA	Core	004.05	Demonstrate the safe and responsible operation and use of simple tools, equipment and materials.
		0.5	3%	2%	C3P	CIMISC	NA	Core	004.06	Apply basic skills to job tasks.
		1	5%	2%	C3P	CIH	NA	Core	004.07	Follow instructions in completing job tasks.
		0.5	3%	2%	C3	CIH	NA	Core	004.08	Explain the importance of interpersonal relationship skills and teamwork.
		0.5	6%	2%	C3P	CIHIS	NA	Core	004.09	Demonstrate problem-solving skills.
		2.5	14%	2%	C3P	CIH	NA	Core	004.10	Simulate job-seeking skills.
		36	100%	30%					C	**CAREER EXPLORATION.**
		6	17%	8%	C3P	C	NA	Core	**005.00**	**Research occupational information and demonstrate related skills.**
		2	5%	2%	C1	C	NA	Core	005.01	Apply systems for classifying careers.
		1	3%	2%	C1	C	NA	Core	005.02	List information needed to examine an occupation.
		1	4%	2%	C1	C	NA	Core	005.03	Identify occupational information resources.
		2	5%	2%	C3P	C	NA	Core	005.04	Use a variety of methods to investigate occupations.
		30	83%	22%	C3P	AICIHIMI SCISS	NA	Core	**006.00**	**Investigate career opportunities and simulate job tasks.**
		1	5%	1%	C3P	AICIM	NA	Core	006.01	Simulate a variety of job tasks in agribusiness occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.02	Simulate a variety of job tasks in business and office occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.03	Simulate a variety of job tasks in communications and media occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.04	Simulate a variety of job tasks in construction occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.05	Simulate a variety of job tasks in consumer and homemaking occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.06	Simulate a variety of job tasks in environmental occupations.

Seq Dav1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Areas	Level	Core Supp	Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)
1	2	3	4	5	6	7	8	9	10	11 CE:BP:6148 [Summer 1993] Page 3
		1.5	4%	1%	C3P	AICIM	NA	Core	006.07	Simulate a variety of job tasks in fine arts and humanities occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.08	Simulate a variety of job tasks in health occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.09	Simulate a variety of job tasks in hospitality and recreation occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.10	Simulate a variety of job tasks in manufacturing occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.11	Simulate a variety of job tasks in marketing and distribution occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.12	Simulate a variety of job tasks in marine science occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.13	Simulate a variety of job tasks in personal service occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.14	Simulate a variety of job tasks in public service occupations.
		1.5	4%	1%	C3P	AICIM	NA	Core	006.15	Simulate a variety of job tasks in transportation occupations.
		1	3%	2%	C2	AICIHISC	NA	Core	006.16	Relate school subjects to potential careers.
		3	8%	2%	C3	CISS	NA	Core	006.17	Examine non-traditional careers.
		1	3%	2%	C1	SS	NA	Core	006.18	Identify equal employment requirements.
		3	8%	1%	C1	SS	NA	Core	006.19	Identify major career opportunities within the community.
		18	100%	20%					D	**EDUCATIONAL PLANNING**
		6	33%	7%	C3P	CIMISC ISS	NA	Core	007.00	**Explain decision making and demonstrate related skills.**
		1	6%	1%	C1	CISC	NA	Core	007.01	Explain the steps in decision making.
		1	6%	1%	C3	CISC	NA	Core	007.02	Explain the individual's responsibility for decision making.
		2	11%	3%	C3P	CISC	NA	Core	007.03	Demonstrate the decision-making process.
		2	10%	2%	C2	CISSIM	NA	Core	007.04	Relate labor market trends to personal, educational and career goals.
		12	67%	13%	C3P	AIHIMISC ISS	NA	Core	008.00	**Explain the process of investigating educational opportunities and demonstrate related skills.**
		0.5	3%	1%	C3P	SIHIMISCI SS	NA	Core	008.01	Explain factors which contribute to realistic educational and career goals.
		2	11%	2%	C3P	CIMISS	NA	Core	008.02	Identify realistic tentative career goals.
		0.5	3%	1%	C2	CIMISS	NA	Core	008.03	Discuss the importance of developing alternative career goals.
		2	11%	2%	C3	AICIHISS	NA	Core	008.04	Examine high school course offerings.
		0.5	3%	1%	C1	C	NA	Core	008.05	Recognize the need for basic educational and occupational skills.
		2.5	14%	2%	C1	CISS	NA	Core	008.06	Identify community and school resources available to aid in the career planning process.
		2	11%	2%	C3	CISS	NA	Core	008.07	Examine available education and training options at various exit levels.
		2	11%	2%	C3P	C	NA	Core	008.08	Prepare a tentative career development plan.

Expanded Outline - Exploring Career Decisions

A. Self-Awareness

001.00 The learner will examine characteristic which contribute to self-awareness and demonstrate related skills.

001.01 Identify the reasons for knowing oneself before making decisions.
- A. strengths and weaknesses
- B. personal goals
- C. lifestyles
- D. career opportunities

001.002 Identify factors which influence self-concept
- A. Environment
  - 1. home
  - 2. school
  - 3. community
- B. Personal characteristics
  - 1. physical
  - 2. emotional
  - 3. mental

001.03 Describe the effects of self-concept on behavior
- A. Positive
- B. Negative

001.04 Demonstrate performances which enhance self-concept.
- A. personal success
- B. positive reinforcers
- C. positive attitudes
- D. positive interpersonal relationships

001.005 Administer and interpret assessment activities for identifying personal interests, aptitudes, attitudes, learning styles, values, and/or abilities.
- A. interest inventories
- B. aptitude tests
- C. attitude surveys
- D. learning styles inventories
- E. values survey
- F. abilities checklist

001.06 Demonstrate the appropriate etiquette and social skills in a variety of situations
- A. personal/interpersonal
- B. conversations
- C. table manners
- D. accepting and offering criticism
- E. work habits
- F. letters/notes
- G. public places

002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

002.01 Recognize the influence of attitudes on career choices.
- A. positive
- B. negative

002.02 Discuss ways performance contributes to self-esteem and job success.
- A. education
- B. skills
- C. habits
- D. extra-curricular activities

002.03 Discuss the relationship between personal lifestyles and careers.

A. Define lifestyles

B. Factors affecting lifestyles

1. earnings
2. education
3. leisure time
4. marital status/family
5. social

C. Stages of life

002.04 Investigate the effect career values, abilities, aptitudes, personal choices, personality, needs, aspirations, and learning styles have on career choices.

A. Compile a profile using assessment results

B. Career searches

C. Compare assessment results to possible careers

002.05 Identify decision-making process.

A. Types of decisions

1. Decision by default
2. reasoned decision
3. automatic decision

B. Seven - step process

1. Define your problem
2. Gather information/resources
3. List choices
4. Weigh/compare choices
5. Make a decision
6. Make a plan of action
7. Evaluate the decision

002.06 Apply steps in the decision-making process

A. personal

B. ethical

C. careers

D. life decisions

B. Workplace Awareness

003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

003.01 Identify reasons people work

A. money

B. self-esteem

C. be with others

D. continued learning

E. to be useful

003.02 Recognize the value and dignity inherent in work

A. Respect for all careers

B. Individual preference (pros and cons)

C. Necessity of all careers

003.03 Explain the interdependency of occupations.

A. Based on production of goods and/or services.

B. Based on the operation of business/industry or organizations.

003.04 Examine the effects of technology on the workplace and its workers.

A. Discuss technological changes (past and present)

B. Increased skills, education and training

C. Lifelong learning

D. Job Outlook

E. Job flexibility/adapting to changes.

003.005 Recognize characteristics of the American and Global economy.

A. Terminology

1. Economy
2. Supply/demand
3. Goods/services
4. Consumer
5. Entrepreneur
6. Profit/loss
7. GNP
8. Labor unions

B. Business cycle (flow of money)

1. Manufacturer
2. Distributor
3. Retailer
4. Consumer
5. Banker

C. Types of Economic Systems

1. Capitalism/Free Enterprise
2. Socialism
3. Communism

D. States of the economy

1. inflation
2. recession
3. depression

E. Worldwide trade

1. import/export
2. competition
3. technology
4. politic/manipulation

F. Entrepreneurship

003.06 Examine factors which comprise responsible citizenship.

A. Community

1. education
2. volunteer
3. voting

B. Workplace

1. self-supporting
2. taxes

C. Pros and cons of government programs

1. social security
2. unemployment
3. assistance programs
    a. national
    b. state
    c. county
    d. local

003.07 Practice leadership and supportive roles.

A. CECNC
B. Classroom management
C. School related organizations

003.08 Examine changes in the world of work.

A. Technology
B. Social issues
C. Economic
D. Legal regulations

1. EOE
2. handicapped laws
3. labor laws

004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

004.01 Discuss work ethics.

A. Responsibility
B. Honesty
C. Punctuality
D. Performance
E. Pride in work
F. Initiative

004.02 Relate positive work habits to productivity in the economy.

A. Quality in workmanship
B. Production quota (output)
C. Teamwork
D. Efficiency
E. Workplace comparison
   1. U. S. companies
   2. foreign competition
   3. robotics

004.03 Explain the advantages of developing self-discipline, productive work habits, and positive attitudes.

A. personal
   1. pay raises
   2. promotion
   3. incentives/recognition
   4. employee satisfaction
B. company
   1. greater productivity
   2. customer satisfaction
   3. increased profits
   4. reputation
   5. cooperative environment

004.04 List employee traits beneficial to success in the workplace.

A. Cooperation
B. Flexibility
C. Punctuality
D. Dependability
E. Productivity
F. Initiative
G. Quality workmanship
H. Honesty
I. Positive attitude
J. Attendance
K. Safety

004.05 Demonstrate the safe and responsible operation and use of simple tools, equipment, and materials.

A. Safety
   1. Equipment
   2. Regulations
B. Hands-on demonstration
C. Hands-on practice

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004.06 Apply basic skills to job tasks.
- A. Academic
- B. Operation of equipment

004.07 Follow instructions in completing job tasks.
- A. Oral
- B. Written

004.08 Explain the importance of interpersonal relationship skills and teamwork.
- A. home
- B. school
- C. community
- D. workplace

004.09 Demonstrate problem-solving skills.
- A. Oral
- B. Written
- C. Hands-on

004.10 Assume responsibility for the completion of work.
- A. Home
- B. School
- C. Community
- D. Workplace

004.11 Simulate job-seeking skills
- A. Applications
- B. Resume´
- C. Interview

005.00 The learner will research occupational information and demonstrate related sills.

005.01 Identify systems for classifying careers.
- A. Clusters
  1. Agribusiness
  2. Business and Office
  3. Communications and Media
  4. Construction
  5. Fine Arts and Humanities
  6. Consumer and Homemaking
  7. Health
  8. Hospitality and recreation
  9. Manufacturing
  10. Marine
  11. Marketing and Distribution
  12. Environmental Control and Natural Resources
  13. Personal Services
  14. Public Services
  15. Transportation
- B. Interest Areas/Worker Trait Groups
  1. Artistic
  2. Scientific
  3. Nature (plants and animals)
  4. Authority (protective)
  5. Mechanical
  6. Industrial
  7. Business detail
  8. Selling (persuasive)
  9. Accommodating
  10. Humanitarian
  11. Leading/Influencing (Social-business)

12. Physical performing

C. Labs
   1. Career Decision making
   2. Exploring Biotechnology
   3. Exploring Technology Systems
   4. Exploring Life Skills
   5. Exploring Business and Marketing

005.02 List information needed to examine an occupation.
   A. Work description
   B. Duties
   C. Education/Training/Licensing
   D. Salary/Fringe Benefits
   E. Job Outlook
   F. Working conditions
   G. Related occupations
   H. Personal qualifications

005.03 Identify occupational information resources.
   A. Textbooks
   B. Resources
   C. Computer programs

005.04 Use a variety of methods to investigate occupations.
   A. Research
   B. Interview
   C. Shadowing
   D. Career Days
   E. Speakers
   F. Projects
   G. Tours
   H. Job simulations

006.00 The learner will investigate career opportunities and simulate job tasks.

006.01 Simulate a variety of job tasks.
   A. Organization
      1. Labs
      2. Clusters
      3. Interest areas/Worker Trait Groups
   B. Methods
      1 Computer application
      2. Hands-on application
         a. Demonstrations
         b. Projects
         c. Job simulations
         d. Activities
            (1) written
            (2) verbal
      3. Role-play

006.16 Relate school subjects to potential careers.
   A. Courses
      1. Academic
      2. Elective
      3. Vocational
   B. Skills
      1. Communication
         a. verbal
         b. written

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c. reading
2. Mathematical
3. Scientific
4. Higher-Order Thinking
5. Problem Solving
6. Interpersonal
7. Leadership
8. Organization

006.17 Examine non-traditional careers.
- A. Stereotype
- B. Gender
- C. Handicap
- D. Multicultural

006.18 Identify equal employment requirements.
- A. Legal regulations
  1. job application
  2. job interview
  3. harassment
- B. Discrimination
  1. race
  2. gender
  3. handicap
  4. national origin
  5. religion

006.19 Identity major career opportunities within the communities.
- A. Resources
  1. Chamber of commerce
  2. Speakers
  3. Career Days
  4. Educational institutions
  5. Local recruitment office
  6. Public library
  7. Employment agencies
  8. Local businesses
  9. Television
  10. Business and Advisory Council
  11. IEC Coordinators
- B. Publications
  1. Telephone directory
  2. Newspapers
  3. Professional magazines
  4. Local businesses and industry directories
- D. Educational Planning

007.00 The learner will explain decision making and demonstrate related skills.

007.01 Explain the steps in decision making
- A. Define decision making
- B. Seven-step process
  1. Define your problem
  2. Gather information/resources
  3. List choices
  4. Weigh/compare choices
  5. Make a decision
  6. Make a plan of action
  7. Evaluate the decision

007.02 Explain the individual's responsibility for decision making.

- A. Personal decisions
- B. Educational decisions
- C. Career decisions
- D. Work-related decisions

007.03 Demonstrate the decision-making process.

- A. Ethical scenario
- B. High school planning
- C. Work-related scenario

007.04 Relate labor market trends to personal, educational, and career goals.

- A. Job outlook
- B. Population shifts
- C. Technology
- D. Economy
- E. Politics/world events

008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

008.01 Explain factors which contribute to realistic educational and career goals.

- A. Abilities
- B. Interests
- C. Personal characteristics
- D. Financial
- E. Aptitudes
- F. Life experiences
  1. Family
  2. Peers
  3. Community
  4. School
- G. Values

008.02 Identify realistic tentative career goals.

- A. Self-appraisal profile
- B. Opportunities available
- C. Educational goals

008.03 Discuss the importance of developing alternative career goals.

- A. Changes in the workplace
- B. Lifestyle changes
- C. Competition

008.04 Examine high school course offerings.

- A. Academic
- B. Vocational
- C. Elective

008.05 Recognize the need for basic educational and occupational skills.

- A. Competition in the future workplace
- B. Lifestyle
- C. Citizenship

008.06 Identify community and school resources available to aid in the career planning process.

- A. Guidance office
- B. Library
- C. Employment Security Commission
- D. Community speakers
- E. Colleges and universities

008.07 Examine available education and training options at various exit levels.

- A. Tech Prep

B. Military
C. Apprenticeship
D. Community Colleges
E. Vocational and Technical Schools
F. Business Schools
G. Colleges and Universities
H. On-the-job training

008.08 Prepare a tentative career development plan.
A. Self Appraisal
B. Educational goals
C. Future options
D. Four-year high school plan

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 001.00 The learner will examine characteristics which contribute to self-awareness and demonstrate related skills.

OBJECTIVE: 001.01 Identify the reasons for knowing oneself before making decisions.

TIME: 1.5 hours

OUTLINE	STRATEGIES/ACTIVITIES
Looking at Self: Interests Skills Aptitudes Achievement Personality Personal Goals for Career Choices: Self-descriptors Application of self-description to work descriptions.	C1 1. Read Chapter 2 of Career Skills. Students will name personal traits important to consider in making decisions regarding themselves. P2/3 2. Examine personal characteristics A. Students should evaluate their own strengths and weaknesses. B. Students should ask a friend to evaluate them, using the descriptor list. 3. Do one of these activities: A. Write a Last Will and Testament. B.Complete a Coat of Arms. C. Complete a Hazzard County Epitaph. D. Complete "High Flying Kites." E. Produce a "Me" Booklet. (Page 1 for "Me" Booklet may require more than a single duplication per student.)

RESOURCES:

Career Skills textbook

Worksheets:
- Strengths and Weaknesses
- High Flying Kites
- Descriptor List
- Last Will and Testament
- Your Personal Coat of Arms
- Hazzard County Epitaph
- "Me" Booklet
- Copies of pages 1 and 2 for "Me" Booklet

Books on careers information
Art supplies
Computer graphics programs
Newspapers
Magazines
Catalogs

Each person is different because your strengths and weaknesses differ. Circle where you think you are in each area. Then add in any ideas you have for improvement.

	Need Much Improvement	Average Ability	Very Good	Ideas for Improvement
ACADEMIC				
Math	1	2	3	
Reading	1	2	3	
Social Studies	1	2	3	
Science	1	2	3	
Other_____	1	2	3	
PHYSICAL				
General Health	1	2	3	
Physical Agility	1	2	3	
Strength	1	2	3	
Other_____	1	2	3	
SOCIAL				
Understanding yourself	1	2	3	
Understanding others	1	2	3	
Liking yourself	1	2	3	
Liking others	1	2	3	
Getting along with yourself	1	2	3	
Getting along with others	1	2	3	

DESCRIPTOR LIST

Given below is a list of positive adjectives that could describe an individual's personality or image. Ask a friend to select the adjectives he/she feels applies to you

ABLE
FRANK
RUGGED
ACTIVE
FRIENDLY
HEALTHY
HONEST
HAPPY
RATIONAL
IMAGINATIVE
HELPFUL
INTELLIGENT
RESPONSIBLE
ORGANIZED
AMBITIOUS
PATIENT
SOCIABLE
ANXIOUS
PLAYFUL
POPULAR
SENSITIVE
PLEASANT
CONSIDERATE
POWERFUL
INVOLVED
SHY
PROUD
CARING
SILLY
TALKATIVE
INNOVATIVE
HUMOROUS
QUIET
CREATIVE
WISE
REALISTIC
LOYAL
KIND
REBELLIOUS
CONSERVATIVE
COOPERATIVE
RESPECTFUL
LIBERAL

BRAVE
RELAXED
WILD
CALM
RELIGIOUS
CRAZY
CAREFUL
HANDSOME
IMPULSIVE
LIVELY
VAIN
GOOD_____
GOOD DRESSER
TACTFUL
WELL_____
WELL GROOMED
GOOD DANCER
WELL MANNERED
LOVING
ATHLETIC
POLITE
WITTY
GENTLE
SENSIBLE
GIVING
TOUGH
GENEROUS
TENDER
AGILE
PRETTY
STRONG
MODEST
FEMININE
NERVOUS
MASCULINE
OBSERVANT
THOUGHTFUL
OLD FASHIONED
CUTE
CONFIDENT
SMART
ACADEMIC
ACCURATE

LOGICAL
ADEPT
STUDIOUS
ADORABLE

28

HIGH FLY KITES

You will design a kite that shows some things about you. You will display your finished kite for the class. This will help class members to get to know each other.

You will need the following materials:

construction paper	glue or paste
yarn or string	stapler
scissors	ruler
pattern for knot (optional)	pictures (drawings, photographs, magazine pictures)

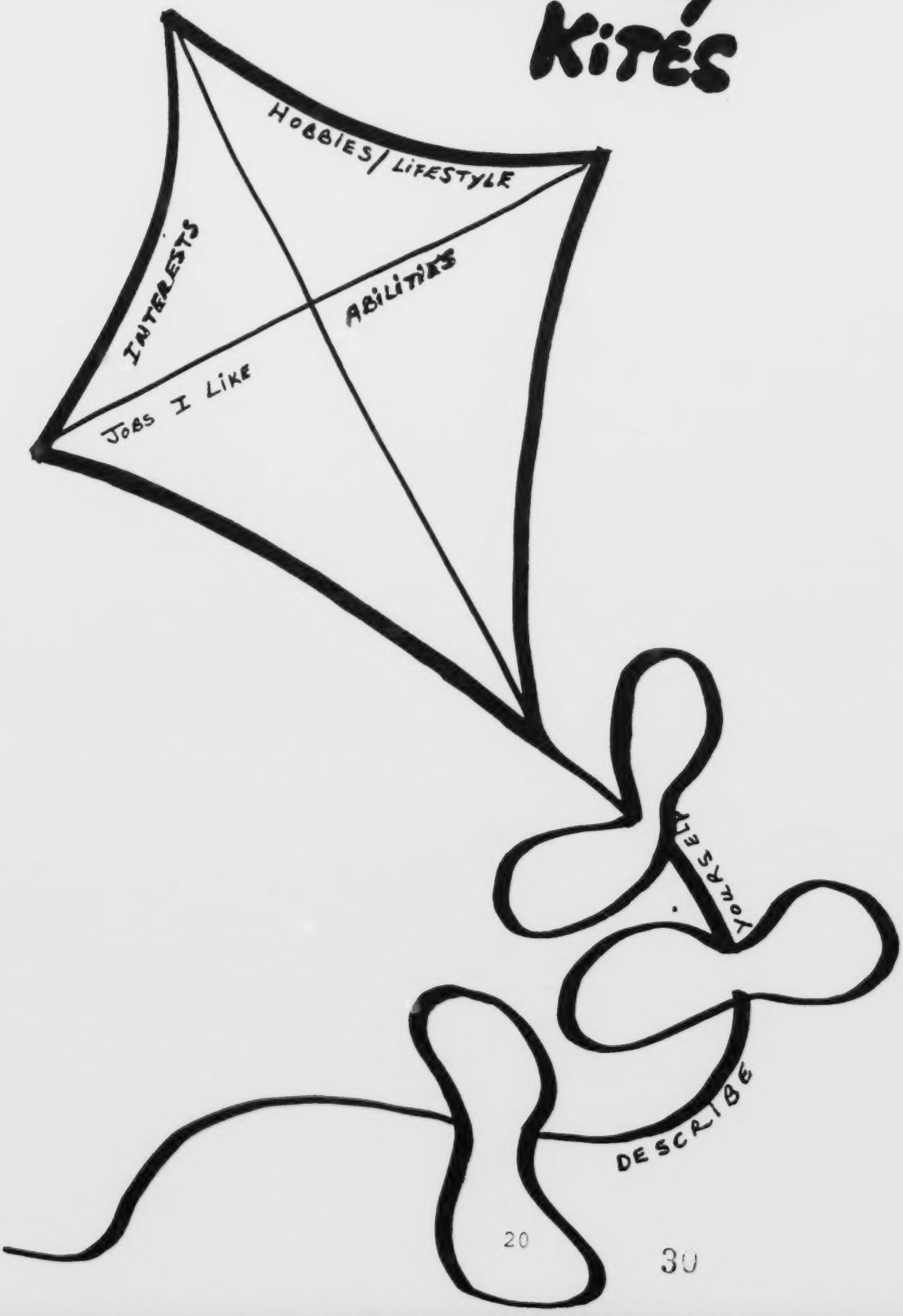
INSTRUCTIONS:

1. On a 12" x 18" piece of construction paper, draw lines as shown on the drawing to the right.
2. Draw lines from the end of each line to form the kite shape.
3. Cut away each corner (shaded area).
4. Glue your photograph or write your name where the lines cross.
5. In the 4 sections of the kite, use words or pictures to show the following things about yourself:

   a. My family
   b. My hobbies
   c. My friends
   d. My favorite things

6. For the tail of the kite, staple about 2 feet of yarn to the bottom.
7. Cut 5 knot-shaped pieces from the construction paper. Use a pattern or design your own.
8. Write a fact about yourself on each knot. This fact may be things you can do (bowl), your appearance (tall), or your behavior (friendly).
9. Staple the knots to the tail of the kite.
10. Write your name on the back side of the kite.

HIGH FLYING KITES

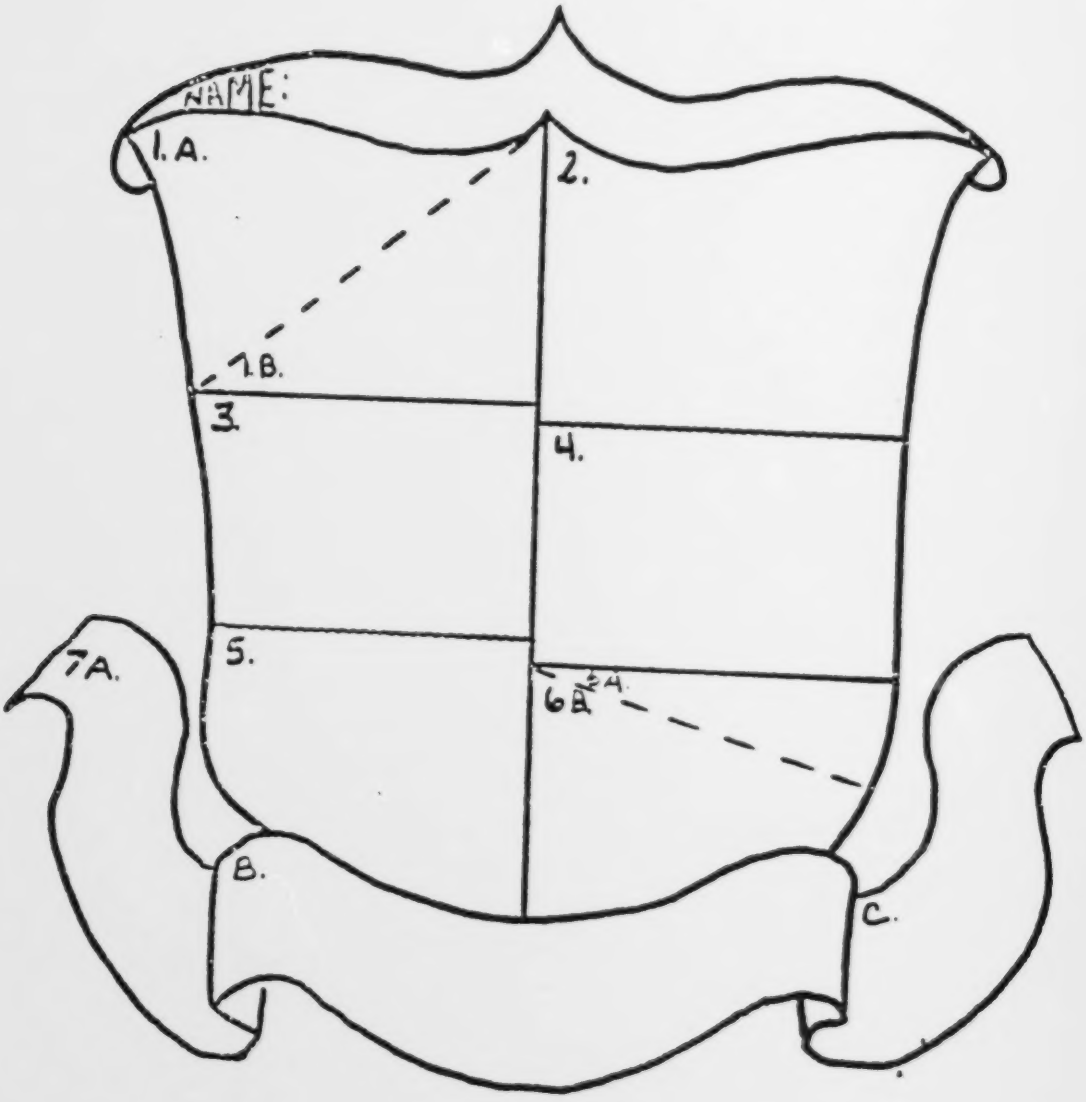


Last Will and Testament

LAST WILL AND TESTAMENT

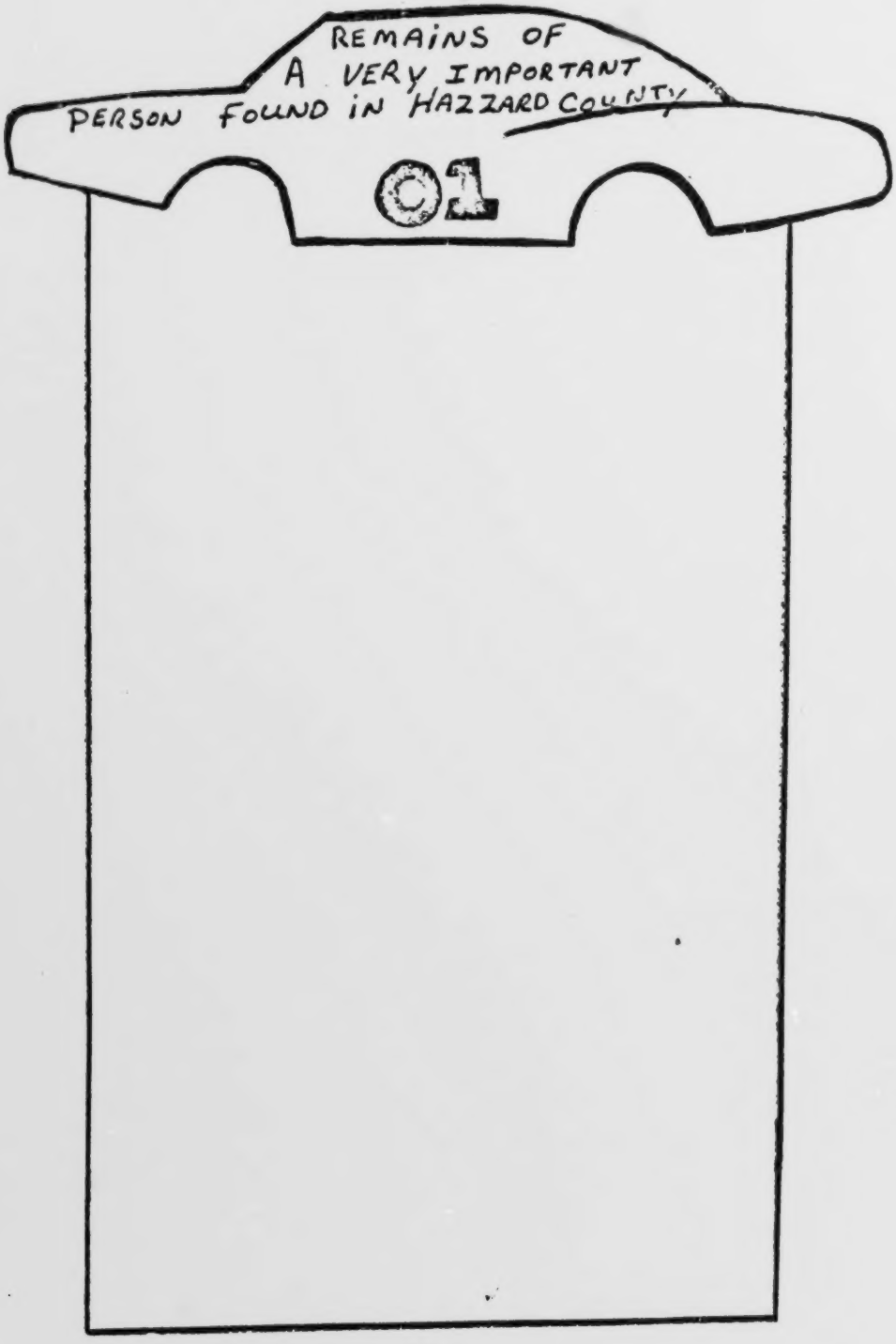
Write the name of a job you might pursue after high school on the top of the Last Will and Testament sheet below. Compose a last will and testament in which you leave five different possessions or talents you would have used during your work experience. Read your last will and testament and have students guess your job.

YOUR PERSONAL COAT OF ARMS



1. Show a favorite A. indoor activity B. outdoor activity.
2. Show the school subject you do best in.
3. Show something you could do to earn money.
4. Show the sport you have the most skill in.
5. Show the place you'd like to visit.
6. A. Choose your favorite season.
   B. Show a favorite activity of that season.
7. A., B., and C. Write in three words to describe yourself.

"HAZZARD COUNTY" EPITAPH



TOP

PAGE 1
- cut on solid lines
- fold in center to open as a book
- insert left side through the open cut of page 2

24

"ME" BOOKLET

BOTTOM

34

35

PAGE 2 (one copy)

- cut on solid lines
- fold at center to open as a book

"ME" BOOKLET

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 001.00 The learner will examine characteristics which contribute to self-awareness and demonstrate related skills.

OBJECTIVE: 001.02 Identify the factors which influence self-concept

TIME: .5 hour

OUTLINE	STRATEGIES/ACTIVITIES
Factors which influence self-concept: A. Environment 1. home 2. school 3. community B. Personal characteristics 1. physical 2. emotional 3. mental	C1 1. Define self-concept. C1 2. Brainstorm factors which affect self-concept, including environmental and personal characteristics. C1 3. Have students complete the Interpersonal Relationships sheet. 4. Describe how these factors influence your behavior on the job, at home, in the community, at school, etc. 5. Have students complete the "What Is Self-Confidence?" inventory. 6. Have students complete the "Self-Esteem -- Say Yes to You" sheet.

RESOURCES:

"What Is Self-Confidence?" inventory
"Interpersonal Relationships" sheet
"Self-Esteem -- Say Yes to You" sheet

INTERPERSONAL RELATIONSHIPS

1. What do your friends do or say that make you feel good?

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

2. What do your friends do or say to make you angry?

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

3. What are some things which others say or do that make you want to be helpful?

   a. _____ c. _____

   b. _____ d. _____

4. What are some things which others do or say that prevent you from being cooperative or helpful?

   a. _____ c. _____

   b. _____ d. _____

5. Think of the person you most enjoy working with. What is it about him/her that makes you want to work with them?

6. Think of the persons you least enjoy working with. What is it about him/her that makes you cringe when you think you will have to work with them?

WHAT IS SELF-CONFIDENCE?

Personal actions often show feelings of confidence or feelings of inadequacy. When you're sure of yourself, you are friendlier and more out-going. When you feel inadequate you "shrink" from the limelight.

Directions: Read the statements below. In the blank to the left of the number, write "C" if the statement demonstrates a feeling of confidence. Write "I" if the statement demonstrates feelings of inadequacy.

_____ 1. Starting a conversation with a stranger is easy

_____ 2. Rarely feel nervous

_____ 3. Don't like for others to disagree; find it discouraging

_____ 4. Go out of the way to avoid meeting someone

_____ 5. Can usually solve problems without much help

_____ 6. Experiences feelings of inferiority often

_____ 7. Feelings are not easily hurt

_____ 8. Doesn't mind making an important speech in public

_____ 9. Gets stage fright easily

_____ 10. Doesn't like to be teased or have fun made of him/her

_____ 11. Allows others to take advantage of him/her

_____ 12. Being around important people makes him/her nervous

_____ 13. Is very seldom miserable

_____ 14. Feels he/she has little to offer

_____ 15. Is shy at parties and stays on the sidelines

SELF ESTEEM - SAY YES TO YOU

1. Self esteem is how you _____.

2. People with _____ self esteem have 2 simple but vital feelings:

   1) _____

   2) _____

3. People with high self esteem feel that they are _____ _____ and that they _____.

4. People with low self esteem see themselves as _____ on their map.

5. People with low self esteem often:

   1) _____

   2) _____

   3) _____

   4) _____

6. Children who get lots of _____ and _____ usually have high self esteem..

7. Describe "internalizers:"

8. Describe "externalizers:"

9. Thinking and feeling like a failure can actually make you _____.

10. Changing your self esteem requires _____ of your _____ and a decision that you want to _____.

KEY

SELF-ESTEEM - SAY YES TO YOU

1. Self-esteem is how you FEEL ABOUT YOURSELF.

2. People with POSITIVE self-esteem have two simple but vital feelings:

   1) I AM A GOOD, LOVABLE PERSON;

   2) I AM CAPABLE OF DOING SOME OF THE THINGS I SET OUT TO DO.

3. People with high self-esteem feel that they are WORTHWHILE (BELIEVE IN THEMSELVES) and that they MAKE A DIFFERENCE.

4. People with low self-esteem see themselves as SPECKS on their map.

5. People with low self-esteem often:

   1) SHUN NEW EXPERIENCES,

   2) TAKE FEW CHANCES,

   3) BECOME ISOLATED AND WITHDRAWN, and

   4) ACT OUT OF FRUSTRATION AND ANGER.

6. Children who get lots of LOVE and ACCEPTANCE usually have high self-esteem.

7. Describe "internalizers:" People who TAKE THEIR LOW SELF-ESTEEM OUT ON THEMSELVES, FEEL LIKE BORN FAILURES AND VICTIMS, FEEL THAT PEOPLE ARE OUT TO GET THEM. THEY OFTEN FEEL SICK WITH LOW ENERGY AND ARE DEPRESSED.

8. Describe "externalizers:"People who TAKE THEIR LOW SELF-ESTEEM OUT ON OTHERS, ARE BULLIES, VIOLENT, AND UNFRIENDLY.

9. Thinking and feeling like a failure can actually make you FAIL.

10. Changing your self- esteem requires UNDERSTANDING of your FEELINGS and a decision that you want to CHANGE.

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 001.00 The learner will examine characteristics which contribute to self-awareness and demonstrate related skills.

OBJECTIVE: 001.03 Describe the effects of self-concept on behavior.

TIME: .5 hour

OUTLINE	STRATEGIES/ACTIVITIES	
Effects of self-concept on behavior 1. Positive 2. Negative	C1	1. Tell how self-concept could affect one's behavior. Read the class the IALAC Story.
	A1	2. Talk about positive and negative effects of self-concept on behavior based on the IALAC Story.
		3. Present these activities according to directions given: a. "Judy's Day" b. "The Outcast" c. "Warm Fuzzies"

RESOURCES:

The IALAC Story
"Judy's Day"
"Warm Fuzzies"
"The Outcast"
"Interpersonal Relationships" sheet can also be used (see 001.02).

The IALAC Story is told to illustrate how one's self-concept can be destroyed by others. If done with feeling and imagination, it can be a very powerful and moving experience. We have found that it is appropriate for students of all ages.

Take a sheet of paper and write the letters IALAC (pronounced I-ah-lack) on it in large bold print. Holding this to your chest so that the students can see it, tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for 'I am lovable and capable.' This is our self-concept, or how we feel about ourselves. The size of our sign, or how good we feel about ourselves, is often affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, hits us, etc., then a piece of our IALAC sign is destroyed. [Illustrate this by tearing a corner piece off the sign.] I am going to tell you a story to illustrate how this happens in everyday life." Then proceed to tell the students about a boy or girl who is the same age they are. Pick a name that no one in the class has. As you tell the story, try to be as emotional and dramatic as you can. An outline is provided below. You will have to fill it in with your own imagination. Some teachers we know have the children help create the story as they go along. As you describe each event that negatively affects the student's IALAC sign, tear another piece of the sign off until at the end you are left with almost nothing.

A possible outline for the IALAC story is as follows. Feel free to adapt, add to, change, and embellish it in any way you want:

A seventh-grade boy named Michael is still lying in bed three minutes afterhis alarm goes off. All of a sudden his Mother calls to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" (rip!) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. (rip!) He goes to brush his teeth and his older sister,who's already locked herself in the bathroom, tells him to drop dead! (rip!)
He goes to breakfast to find soggy cereal waiting for him. (rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael you've forgotten your lunch; you'd forget your head if it weren't attached!" (rip!) As he gets to the corner her sees the school bus pull away and so he has to walk to school. (rip!) He's late to school and has to get a pass from the principal who gives him a lecture. (rip!)

Continue the story through the school day with appropriate examples. Some possibilities are:

> Forgetting his homework
> Getting 68 on a spelling test
> Being called on for the only homework question he can't answer
> Making a mistake in reading so that all the kids laugh
> Being picked last to play ball at recess
> Dropping his tray in the lunchroom, with everybody applauding
> Being picked on by bullies on the way home from school
> Being referred to as "Hey you!" in gym class

You can think of other examples or get the students to help you.

When Michael gets home from school some typical negative events might include not being able to watch the baseball game because his mother is watching her favorite soap opera or because he has not yet finished his homework, or being told to wash the dishes for the third night in a row because his older brother has band practice, etc.

End the story by showing Michael going to bed with an IALAC sign about as big as a quarter! When you finish, ask the kids to discuss the following questions:

> How does your IALAC sign get torn up? What things affect you the most?
> What do you do that destroys the IALAC signs of others - in school, family, etc.?
> How do you feel when your IALAC sign is ripped? When you rip someone else"s?
> What can we do to help people enlarge their signs rather than make them smaller?

One class we know of spent a whole week wearing IALAC signs and actually ripping them apart anytime someone said or did something damaging to their self-concept. Whenever a sign was ripped, the class had to stop and discuss what had just happened. The learning that took place was incredible. Several teachers have enthusiastically reported trying this with their families. Have fun with it. It is a powerful technique.

The IALAC story was originally conceived by Sidney Simon and Merrill Harmin. Simon has recently written and published the story for use by students and teachers. For a copy, write Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648.

> "Love and self-worth are so intertwined that they may properly be related through the use of the term identity. Thus we may say that the singlebasic need that people have is the requirement for an identity; the belief that we are someone in distinction to

others, and that the someone is important and worthwhile. Then love and self-worth may be considered the two pathways that mankind has discovered that lead to a successful identity."

William Glasser, M.D.
Schools Without Failure

JUDY'S DAY

Following is a description of Judy's day. Read through each situation and decide what affect they might have on Judy's self-esteem.

1- Judy gets up 10 minutes late after dozing too long after her alarm clock went off.
2- Judy chooses her favorite outfit to wear to school
3- Judy has to wait for her sister to get out of the bathroom before she can get ready for school.
4- Judy is running late, so she takes her makeup to school with her to put onin the bathroom before homeroom.
5- Judy barely catches her bus.
6- Judy has a fight with her best friend on the bus.
7- Judy's bus arrives to school on time.
8- Judy is chosen by her homeroom to represent them as princess for the spring homecoming court.
9- Some of the students in Judy's homeroom laugh when she is elected.
10- Judy gets to her first period class late because she was in the bathroom putting on her makeup. Her name goes on the board.
11- Judy gets a test back in her English class on which she made the highest grade in the class.
12- Judy receives $500 in sting bucks from her principal for making the honor roll.
13- At lunch, Judy sees her boyfriend talking to her best friend she had the fight with that morning.
14- Judy's boyfriend avoids her at lunch.
15- A new boy at school who is very handsome sits at Judy's table at lunch and starts a conversation with her.
16- Judy's best friend gives her a note at lunch apologizing for the misunderstanding on the bus.
17- Judy gets to her fifth period class after lunch and realizes she forgot to do the homework which was assigned. Of course the teacher decides to take this homework assignment up.
18- Judy reports to cheerleading tryouts after school and is cut from the cheerleading squad.
19- Judy's boyfriend calls her after school to explain that he was rushed at lunch, and that he would like to take her to a movie Friday night to make up for it.
20- Judy's father comes home from work in a bad mood and takes it out on Judy.
21- Judy's sister tells her that there is no way she will ever make the homecoming court.
22- Judy washes her clothes and somehow ruins her favorite blouse.
23- Judy finds out that her best friend has gotten involved with an older boy who uses drugs. She doesn't know what to do about it. Should she tell?
24- The new boy from school calls Judy to talk.

25- Judy's English teacher calls her parents to tell them what a wonderful job Judy did on her English test.

Judy goes to bed.

Directions: Students plot Judy's day on graph. Class dicussion on the effect of each circumstance, and how effects vary from person to person.

Rate each situation which occured during Judy's day using the scale below.

1 2 3 4 5 6 7 8 9 10

	Lowered her Self esteem	No effect	Raised her self esteem
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 001.00 The learner will examine characteristics which contribute to self-awareness and demonstrate related skills.

OBJECTIVE: 001.04 Demonstrate performances which enhance self-concept.

TIME: .5 hour

OUTLINE	STRATEGIES/ACTIVITIES		
Performances which enhance self-concept: A. personal success B. positive reinforcers C. positive attitudes D. positive interpersonal relationships	A3	1.	Participate in the "Scavenger Hunt" activity, according to directions given.
	A3	2.	Participate in the "Peer Positives" activity, according to directions given, or play "Bingo."
	C3	3.	Assess yourself by completing "How I Feel About Myself" or "I'm Proud of Myself."
	C3	4.	Demonstrate by role-playing two of your positive character-istics from the above assessments.
	A1	5.	Tell about yourself using the "Super Me" sheet.
		6.	Present your "Super Me" sheet to the class.

RESOURCES:

"Scavenger Hunt" activity
"Peer Positives" activity
"Bingo" activity
"How I Feel About Myself" activity
"I'm Proud of Myself" activity
"Super Me" activity

SCAVENGER HUNT

INSTRUCTIONS:

1. Write the names of the students in the class on the board.

2. Provide each student with a copy of the "Characteristic Word List."

3. Have students complete the "Definitions" activity.

4. Distribute enough of the "Scavenger Hunt - Bags" sheet so students will have a bag for each student in the class.

5. Explain that each bag should have a student's name and a characteristic. NOTE: Use each name only once. Choose different characteristics also.

6. After writing names and determining characteristics, allow students to cut out bags and distribute to each person.

7. You may want to keep these sheets until a later date and distribute.

SCAVENGER HUNT - DEFINITIONS

Directions: Write the correct word of each definition below. Use the word list, if necessary.

_____ 1. Being able to change/adjust to new situations

_____ 2. Being able to make friends easily

_____ 3. Careful

_____ 4. Keep on trying

_____ 5. Wanting to know

_____ 6. Helping others

_____ 7. Being true to a friend

_____ 8. Waiting

_____ 9. Being able to find an answer

_____ 10. To depend on someone

_____ 11. Hard-working

_____ 12. Happy

_____ 13. Clean, well-groomed

_____ 14. Being able to guide others

_____ 15. Being able to laugh at yourself

_____ 16. Polite

CHARACTERISTIC WORD LIST
for SCAVENGER HUNT or BINGO

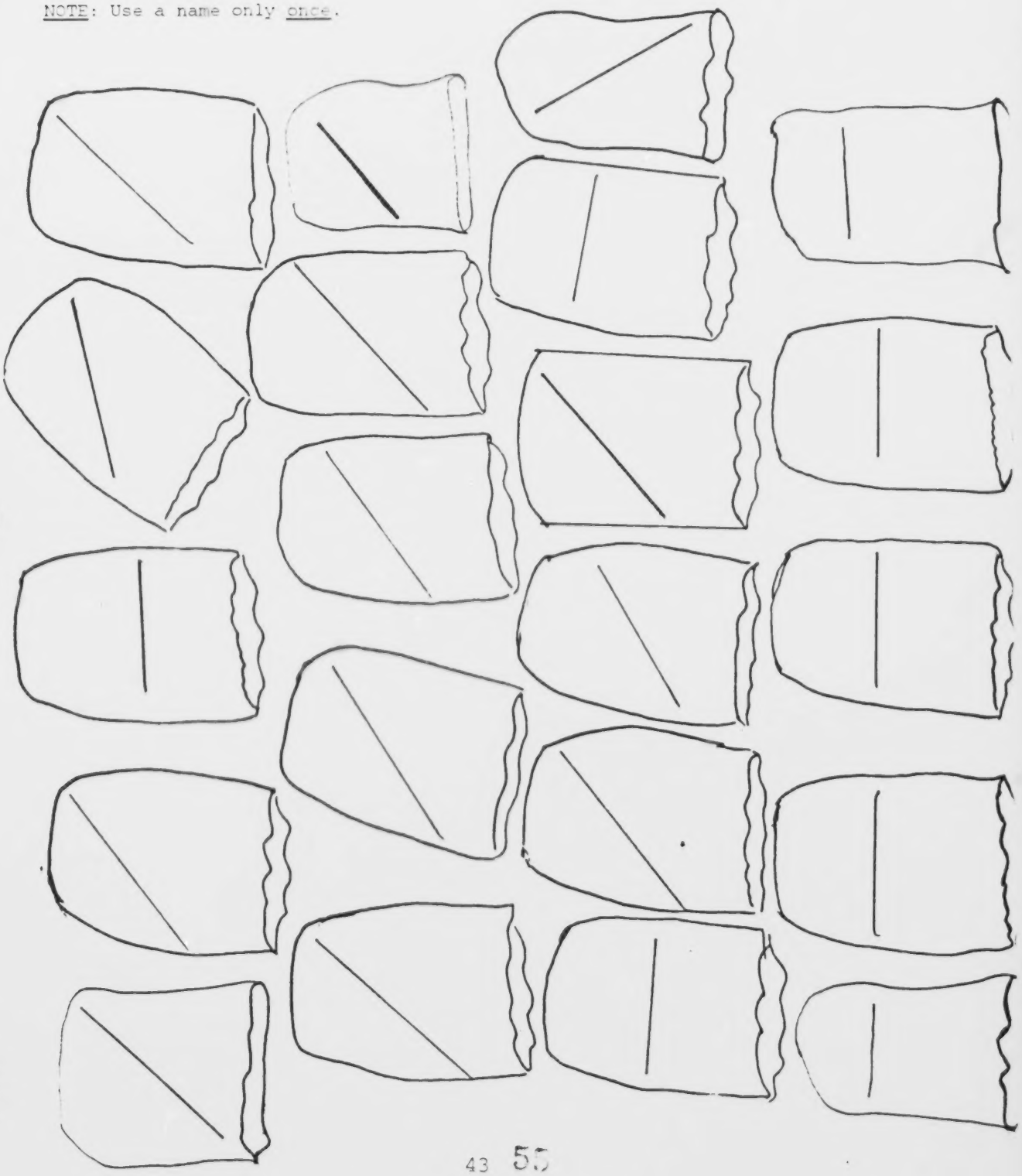
ABLE
ACADEMIC
ACCURATE
ACTIVE
ADEPT
ADORABLE
AGILE
AMBITIOUS
ANXIOUS
ATHLETIC
BRAVE
BUSY
CALM
CAREFUL
CARING
CAUTIOUS
CHEERFUL
CONFIDENT
CONGENIAL
CONSERVATIVE
CONSIDERATE
COOPERATIVE
COURTEOUS
CRAZY
CREATIVE
CURIOSITY
CUTE
FLEXIBLE
FRANK
FEMININE
FRIENDLY
GENEROUS
GENTLE
GIVING
GOOD Athlete
GOOD DANCER
GOOD DRESSER
HANDSOME
HAPPY
HEALTHY
HELPFUL
HONEST
HUMOROUS
IMAGINATIVE
IMPULSIVE
INDUSTRIOUS
INNOVATIVE
INTELLIGENT
INVOLVED
KIND
LEADERSHIP
LIBERAL
LIVELY
LOGICAL
LOVING
LOYAL
MASCULINE
MODEST
NEATNESS
NERVOUS
OBSERVANT
OLD FASHIONED
ORGANIZED
PATIENCE
PATIENT
PERSEVERANCE
PLAYFUL
PLEASANT
POLITE
POPULAR
POWERFUL
PRETTY
PROUD
QUIET
RATIONAL
REALISTIC
REBELLIOUS
RELAXED
RELIABLE
RELIGIOUS
RESOURCEFUL
RESPECTFUL
RESPONSIBLE
RUGGED
SENSE OF HUMOR
SENSIBLE
SENSITIVE
SHY
SILLY
SMART
SOCIABLE
STRONG
STUDIOUS
TACTFUL
TALKATIVE
TENDER
THOUGHTFUL
TOUGH
WELL Liked
WELL GROOMED
WELL MANNERED
WILD
WISE
WITTY

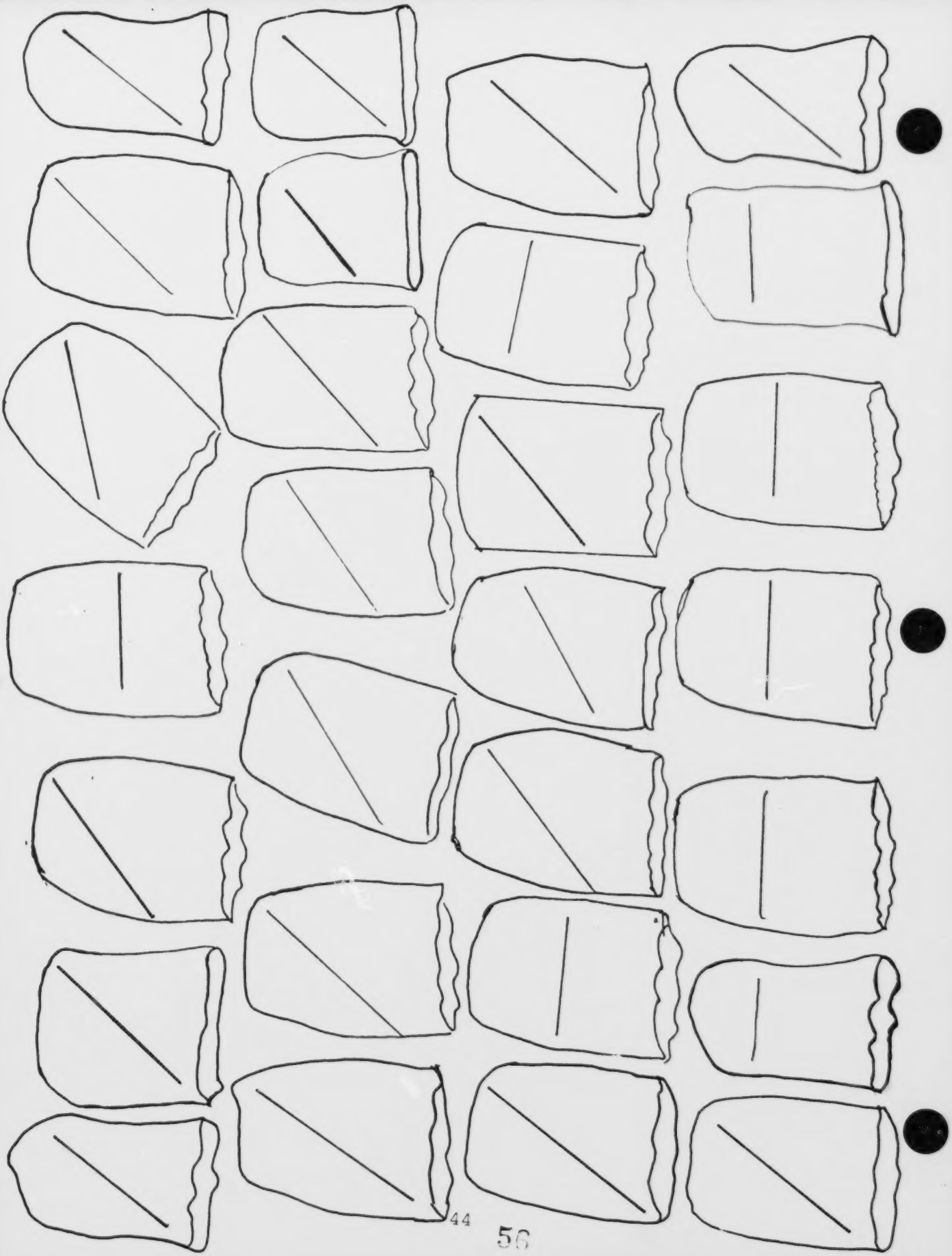
KEY FOR SCAVENGER HUNT - DEFINITIONS

1. Flexible
2. Congenial
3. Cautious
4. Perseverance
5. Curiosity
6. Cooperative
7. Loyal
8. Patience
9. Resourceful
10. Reliable
11. Industrious
12. cheerful
13. Neatness
14. Leadership
15. Sense of humor
16. Courteous

SCAVENGER HUNT - "BAGS"

NOTE: Use a name only once.





PEER POSITIVES

Cut 4 x 6 index cards into strips.

Give each student three (3) strips.

Have students write their names on each strip.

Collect strips in a box or hat.

Mix up and ask students to draw three (3) strips making sure they do not have two identical strips or one of their own.

Ask students to use the Descriptor List (found in 1.01) and write one word to describe the person whose name is on the front.

Teacher can sort and return for future discussion or have students return to owner.

"FIND SOMEONE WHO" BINGO

1. Make a Bingo card.
2. Students fill in descriptors from word list on their Bingo sheet. They may put the descriptors anywhere they choose on their Bingo sheet. (This allows for each student's Bingo sheet to be different.)
3. Students circulate through the class asking other students questions (using the definitions for each word) and filling in the Bingo squares with student's names on the square with that word.
4. Students may use each student's name only once.
5. Each student tries to get Bingo.
6. Teacher may want to have prizes for each student.
7. Set a certain time limit.
8. Class discussion after activity of descriptors showing similarities and differences among students.

BINGO

		FREE SPACE		

HOW I FEEL ABOUT MYSELF

For each question draw a circle around the number that best states your feeling.

	NOT AT ALL	NOT VERY OFTEN	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
I am friendly.	1	2	3	4	5
I am happy.	1	2	3	4	5
I am kind.	1	2	3	4	5
I am brave.	1	2	3	4	5
I am honest.	1	2	3	4	5
I am likeable.	1	2	3	4	5
I am trusted.	1	2	3	4	5
I am good.	1	2	3	4	5
I am proud.	1	2	3	4	5
I am lazy.	1	2	3	4	5
I am loyal.	1	2	3	4	5
I am cooperative.	1	2	3	4	5
I am cheerful.	1	2	3	4	5
I am thoughtful.	1	2	3	4	5
I am popular.	1	2	3	4	5
I am courteous.	1	2	3	4	5
I am jealous.	1	2	3	4	5
I am obedient.	1	2	3	4	5
I am polite.	1	2	3	4	5
I am bashful.	1	2	3	4	5
I am clean.	1	2	3	4	5
I am helpful.	1	2	3	4	5

Each of the statements below stands for something a person should be proud of. Give an example from your life for each of them.

Responses will vary.

1. A new skill that you have learned

2. A difficult task that you completed

3. Something you made all by yourself

4. A bad habit that you have overcome

5. A goal that you have achieved

6. Something you have done to help your family

7. A decision you made that took a lot of thought beforehand

8. Something you did that took a lot of courage

9. Something your family does that you are proud of

10. Something you have done to set a good example

SUPER ME

I am a really wonderful person. The greatest thing about me is _____. I am also _____, and _____, and _____. I have beautiful _____, wonderful _____, and a super _____.

People love me because of my _____ and my _____. When they see me walking down the street they say "_____". And when I pass they smile because I am so _____. As soon as I open my mouth, people want to jump up and _____. Everything that I say is _____ and _____.

I am the first person that people think of when they are planning a party. They say, "Let's invite _____ because he (she) is so _____". Sometimes they don't invite me, but that is because I am too _____ for them. People who can't see how wonderful I am must be very _____.

I think I'll make a large medal and pin it on my _____. This medal will say "_____". Then EVERYONE will understand what a _____ person I am.

Vocabulary - Definitions

attitude-----An attitude is the way we feel about something or someone. Our attitude is shown by the way we act.

relationship-----A relationship is the feeling that exists between two or more people for each other.

rumor-----A rumor is a story or gossip being passed around that is not always based on facts or truth.

hoard-----To hoard is to store up and save something. It is usually done with something that is scarce or cost much money.

distrust-----Distrust is the feeling you have when you believe that other people are out to do you harm (opposite of trusting).

inexhaustible-----An inexhaustible supply of something is a supply that never runs out.

malicious-----A malicious person will do mean things to others on purpose.

proclaim-----To proclaim is to announce that something is a law or practice to be followed.

suspicious-----To be suspicious is to think something is wrong or unusual.

experience-----An experience is something that you may see or hear or do or have done to you.

ACTIVITY: Warm Fuzzies

OBJECTIVES: Recognize qualities people possess which create good relationships. Recognize the impact of one's behavior on the way other people feel about themselves.

DIRECTIONS: Read the "Warm Fuzzies" story and follow it with a discussion of ways others make us feel good and how we can try to make others feel good about themselves.

Direct students to rewrite, discuss, or roleplay a new episode in this story, beginning after, "I've got to make sure I don't run out!" (end of paragraph 9), or students may create another ending.

Directions: Study each of the definitions below and write the word from the list that is described in the definition. (You may use the sheet "Vocabulary - Definitions" that you have already been given if you need help.)

Write the word you choose on the line before the definition.

WORD LIST:

attitude	relationship	rumor
hoard	distrust	inexhaustible
malicious	proclaim	suspicious
experiences		

DEFINITIONS:

1. _____ A story or gossip being passed around that is not proven.
2. _____ A supply that never runs out.
3. _____ To announce that something is a law or practice to be followed.
4. _____ The feeling you have when you believe that other people are out to do you harm.
5. _____ You are this if you do mean things to others on purpose.
6. _____ Things that you may see, or hear, or do or have done to you.
7. _____ To store up and save something.

8. _____ The way you may feel about something or someone.

9. _____ To think something is wrong or unusual.

WARM FUZZIES

Long ago most of the people who lived on the Earth were very small. Most of them dwelt in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people, and went about with broad smiles and cheery greetings for everyone.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his shoulder a bag, and the bag was filled with Warm Fuzzies. Whenever two Swabeedoo-dahs would meet, each would give the other a Warm Fuzzy. It told the person they were special. It was a way of saying,"I like you." And, of course, it was very pleasing to a Swabeedoo-dah to have someone give him or her a Warm Fuzzy. When a Swabeedoo-dah had a Warm Fuzzy held out to him, when he took it and felt its warmth and fuzziness against his cheek, and placed it gently and lovingly in his fuzzy-bag with all the others, it was extra-nice. Swabeedoo-dahs felt noticed and appreciated when someone gave then a Warm Fuzzy, and they wanted to do something nice for them in return. The little people of Swabeedoo lived to give Warm Fuzzies and get Warm Fuzzies. Their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a big green troll. He didn't really like to live all by himself, and sometimes he was lonely. He couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town. He was met by a kindly little swabeedoo-dah. "Hasn't this been a fine Swabeedoo-dah day?", said the little person with a smile. "Here, have a Warm Fuzzy. This is special one. I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in her ear, "Hey, don't you know that if you give away all of your Warm Fuzzies, one of these Swabeedoo-dah days of yours you're gonna run out of them?"

The troll noted the sudden look of surprise and fear on the little Swabeedoo-dah's face, and then added, peering inside her fuzzy bag, "Right now I'd say you've only got about two hundred and seventeen Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now, the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that, as soon as you gave a Warm Fuzzy to someone, another came to take its place. You could never run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs, and on something else that he knew about himself. He just wanted to see if this same something was inside the little people. So he told his fib, went back to his cave and waited.

Well. It didn't take long for that Swabeedoo-dah to show that she was afraid she would lose her Warm Fuzzies. The first person to come along and greet the little Swabeedoo-dah was a good friend of hers, with whom she had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time, he received only a strange look - but no Warm Fuzzy. The friend was wondering why the other Swabeedoo-dah was so selfish when all of a sudden the Swabeedoo-dah said, "You better be careful about giving away so many Warm Fuzzies, or you will soon not have any for yourself. I plan on keeping most of mine for myself." After being told this, the other Swabeedoo-dah left with a fearful look on his face. Later that day he said to three other Swabeedoo-dahs, "I'm sorry, but no Warm Fuzzy you. I've got to make sure I don't run out."

By the next day, the rumor had spread over the entire village. Everyone became afraid that they would run out of Warm Fuzzies and began to selfishly keep them in their bags.

Worse yet, the little Swabeedoo-dahs began to watch each other with distrust. They began to suspect each other of trying to get their Warm Fuzzies from them so the began to hide their bags of Warm Fuzzies. Everyone became very busy trying to find a good hiding place. As the hoarding of Warm Fuzzies increased, quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring that there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange. Before lone the people were quarreling over how many Warm Fuzzies it cost to eat a meal at someone's house or stay overnight. There were even some instances of robberies of Warm Fuzzies. It became unsafe to stroll in the parks and streets, especially at night. Before the fear and distrust had appeared in Swabeedoo, evening strolls had been a most pleasant and happy thing for Swabeedoo-dahs. Now one had to stay home, all alone, and watch one's hoard of Warm Fuzzies. No one dared to friendly, even to one's relatives, because one might be tricked into losing a Warm Fuzzy or two.

At first the troll was pleased with the results of his rumor. He had wanted to see whether the little people would feel and act as he did sometimes when he thought selfish thoughts, and so he felt successful with the way things were going. Now, when he went into town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they

looked at each other-- with surprise--and he rather liked that. To him that was just facing life, "It's the way the world is", he said. But as time went on, worse things happened. Perhaps because of worrying so much because of protecting the warm fuzzies, or because of frowning so, the Swabeedoo-dahs began to have terrible headaches. It wasn't pleasant to eat alone (even at work, everyone found a place all by himself), and so they ate less and less. They couldn't sleep well because they were afraid someone would break in on them. No one was able to relax and have any fun. There are not too many things that are fun to do alone. There were no ball games in the park; no crowds gathered by the swimming pool; nobody danced because nobody dared leave their bags long enough to dance; and who could play ball or swim or dance with a bag of warm fuzzies tied to them.

Soon, these bad health habits began to have an effect on the Swabeedoo-dahs. Several of the oldest and youngest died. Their relatives and friends became even more unhappy and depressed. They ate and slept even less. More died.

When the troll heard about this, he said to himself, "Gosh, I just wanted them to see how the world was. I didn't mean for them to die." He wondered what to do and then, he thought of a plan.

Deep in his cave, the troll had discovered a secret mine of cold pricklies and took them into the village.

When the saw the bags of cold pricklies, they were glad and they received them gratefully. Now them had something to give one another. The only trouble was, it was just not as much fun to give a cold prickly as it was a warm fuzzy. Giving a cold prickly seemed to be a way of reaching out to another person, but not so much in friendship and love as when giving a warm fuzzy. And getting a cold prickly gave one a funny feeling, too. You were not really sure what the giver meant. For, after all, could pricklies were cold and prickly. It was nice to get something from another person, but it left you confused and often with stung fingers. Nobody ever cuddled a cold prickly. The usual thing a Swabeedoo-dah said when he received a warm fuzzy was,"Wow"! But when someone gave him a could prickly, there was usually nothing to say but, "Uh"!

Some of the little people went back to giving the warm fuzzies, and , of course, each time a warm fuzzy was given it made the giver very joyful indeed. Perhaps, it was that it was so unusual to get a warm fuzzy from someone when there were so many of the cold pricklies being passed around.

But giving warm fuzzies never came back in style in Swabeedoo. Some little people found that they could keep on giving warm fuzzies anyway without ever having their supply run out, but the art of giving a warm fuzzy was not shared by many. Suspicion was still there in the midst of the people of Swabeedoo.

You could hear it in their comments:

"Warm fuzzy, uh? Wonder what's behind it."

"I never know if my warm fuzzies are really appreciated."

"I gave a warm fuzzy and got a cold prickly in return. Just see if I ever do that again!"

"You never know about George. A warm fuzzy one minute and a cold prickly the next "

"If you won't give me a cold prickly, I won't give you one. O.K.?"

"I want to give my daughter a warm fuzzy, but she just doesn't deserve it."

"Sometimes I wonder if grandmother has a warm fuzzy to her name."

Probably every citizen of Swabeedoo would gladly have returned to the former days, when the giving and getting of warm fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a warm fuzzy from someone, and he would plan to go out and begin giving them freely, as of old. Something always stopped him-- usually it was just going outside and seeing "how the world was"!

ACTIVITY: The Outcast - a play

OBJECTIVES: To allow students to experience how an "outcast" might feel and the effects of peers on one's self-image.

DESCRIPTION: The play may be read in class as a one-time event or it could be used as a presentation to classes by a group of students.

Suggested Questions

for Post-Discussion Starters:

1. How do you think Harry Johnston felt as a outcast? Have you ever felt that way?

2. Do you think Laura was his friend? What price did she pay? What would you have done in a similar situation?

3. Do you know any "Harry Johnstons"? How could you help him/her improve his/her self-image?

4. Harry chose to remove himself from the group. What other choices did he have? What might have happened if he had chosen any of these?

Other Activities:

Students could write their own play about peer pressure.

Students could prepare a presentation of the play for another class or group.

In small groups students could prepare the play to present to the class. The differences in the interpretations by each group might be discussed.

Students could write stories of what happened to Harry after he left the group, or about what happened to Laura after she was made an "outcast".

Resources Needed: A copy of the play for each student-actor.

T H E O U T C A S T

CAST: Tom, an athlete
Mary, who gives many parties
Mick, who deals with drugs
Gary, his best friend, also deals with drugs
Laura, who is very popular
Jim, who follows the group
Kathy, who giggles a lot
Karen, her best friend, also giggles a lot
Dan, who follows the group
Larry, another follower
Harry Johnston, the outcast
Gloria or George, who mocks the outcast
Narrator

SETTING: Classroom with student desks.

When the curtain rises, the stage is almost bare. Everyone but Harry is on stage. Laura is the only one wearing a dress. The others wear jeans. Harry Johnston enters slowly, carrying school books. He is dressed more formally than the others. When he enters, the group reacts in a negative way.

GLORIA or GEORGE:
Look who's coming this way.
Why if it isn't Harry Johnston!

TOM:
What a sissy.

MARY:
What a clod.

MICK:
What a loser.

GARY:
He's a weirdo.

LAURA:
What a creep.

JIM:
What a fink.

KATHY: (giggling)
What a nerd.

KAREN: (giggling)
Look at the way he dresses.

DAN:
He's a jerk.

LARRY:
What a wimp.

NARRATOR:
Harry pays no attention to them.
Tom steps forward holding a football.

TOM:
Hey, Harry, why didn't you go out for football.

HARRY:
Football?

TOM:
Yeah. You could have been starting center.

(Kathy & Karen giggle)

HARRY:
I don't think I could have made the team.

TOM:
Sure you could have. Here catch!

NARRATOR:
He tosses the football at Harry. Harry drops the ball and his books. Then he tosses the ball back to Tom.

HARRY:
I don't like football anyway.

TOM: (laughing)
Maybe you should try basketball, Harry.

GLORIA or GEORGE:
That was a good one, Harry's such a clod

NARRATOR:
Harry picks up his books. A school bell rings. Mary, Dan, Kathy, and Karen move to the desks. Harry follows slowly. He can hear Kathy and Karen talking, as Mary and Dan sit at two of the desks.

KATHY:
Did you see Johnston drop the ball and did you see him throw it back to Tom? My little sister can throw better than that.

KAREN: (laughing)
I wonder if Johnston will ask anyone to the Homecoming dance? Can you imagine that? He probably doesn't even know what to say to a girl.

KATHY: (laughing)
He probably doesn't know what a girl is.

NARRATOR:
Karen sees Harry behind them. She nudges Kathy. The two girls hurry to their desks. Harry sits at the last desk.

KATHY: (to Karen)
He probably heard every word I said. (she giggles) I'm so embarrassed.

GLORIA or GEORGE:
That's OK, that's OK. We all make fun of him anyway.

MARY: (to Dan)
Dan, you are coming to my party tonight, aren't you? Everyone is invited.

DAN:
I'll be there, Mary.

MARY:
What time are you coming, Kathy?

KATHY:
I'll come early so I can help you set up.

MARY:
Thanks, Kathy. Karen, can you bring some chips tonight? I'm not sure if I'll have enough.

KAREN:
Sure.

NARRATOR:
Mary sees Harry listening. She quickly turns back to her desk.

TOM:
Mary is having a party.

MICK:
Let's get firecrackers for the party.

GARY:
I'm with you buddy.

I'm with you buddy.

LAURA:
What shall I wear to the party?

JIM:
Hey, we're going to a party.

DAN:
Everyone will be at the party.

LARRY:
I can't wait for Mary's party.

NARRATOR:
The school bell rings. Dan, Kathy, and Karen leave their desks and go to center stage. Mary drops a pencil. She bends to pick it up.

HARRY:
Hi, Mary. Lose something?

MARY:
No.

HARRY:
Mary. I..I..hear you're having a party tonight.

MARY:
Well, not really a party. Just a few close friends will be dropping by.

HARRY:
Oh!

MARY:
I would have asked you too, but my mother said only a certain number of people could come over. You know how mothers are.

HARRY:
I understand.

MARY:
Maybe you could come next time. OK?

HARRY:
Yeah. Sure.

MARY:
I gotta go now.

NARRATOR:
Mary leaves Harry and goes over to where the others are.

MARY:
Do you know what just happened? Harry Johnston asked me if he could come to my party. Can you imagine that? I thought I'd laugh in his face.

GLORIA or GEORGE:
Imagine that! Isn't that funny? Isn't that awesome?

GARY:
Hey, Mick, look ahead. It's Johnston.

NARRATOR:
Mick sneaks up behind Harry and knocks the books out of his hands. Harry turns angrily. Then he tries to laugh it off.

HARRY:
Come on, you guys.

MICK:
Hey, Johnston. You going to the party tonight?

GARY:
We can sell you something for the party. It will be a lot of fun.

HARRY: (picking up his books)
I'm not going to the party.

MICK:
Of cause not. It would be past your bedtime.

GARY:
Yeah, You'd better stay home and drink a glass of warm milk.

HARRY: (trying to make a joke of it)
Only if there's chocolate in it.

MICK:
But that might make your face break out. Let's go, Gary. Boy, that guy is something else.

GARY:
Yeah, he's a joke.

TOM:
He's an oddball.

MARY:
Imagine, he wanted to come to my party.

LAURA:
I don't see how people like that really exist.

JIM:
It takes all kinds.

KATHY:
He's a joke all right.

KAREN:
He sure is.

DAN:
He's so out of it.

LARRY:
He's a wimp and an oddball.

NARRATOR:
The school bell rings and Jim goes over and sits near Harry's seat.

HARRY:
Hey Jim. What's new?

JIM: (sounding mean)
What's new with yourself?

HARRY:
Oh, nothing, I guess. (pause) I, uh, read that new pictures of the Loch Ness Monster have been taken, and ...

JIM: (cutting him off)
Say, that's <u>real</u> interesting.

NARRATOR:
Jim moves to another seat and Larry comes in and sits were Jim was sitting.

HARRY:
Hey, Larry. How are you doing?

LARRY:
Huh?

HARRY:
How are you doing in math? If you're having trouble I can help you.

LARRY:
No thanks. I'm doing OK.

HARRY:
Well, why don't you come over tonight anyway? We could play around with the computer.

LARRY:
Sorry, I'm busy.

HARRY:
You used to come over.

LARRY:
Man, that was back in elementary school.

HARRY:
Why don't you come over anymore?

LARRY:
Sorry kid. I've got better things to do.

NARRATOR:
Larry moves away. Mick and Laura walk in and Laura sits in front of Harry.

MICK:
I hate English.

LARRY:
I can't stand this class.

JIM:
It's so boring.

LAURA:
I hate English

HARRY: (to Laura)
You hate English?

NARRATOR:
While he talks with Laura, the others pay no attention.

LAURA:
Yes, I guess I do.

HARRY:
I like it.

LAURA:
Well, I don't really get it. (pause) I love to read sometimes.

HARRY:
Who's your favorite author?

LAURA:
I don't know. F. Scott Fitzgerald, I guess. I thought his book <u>The Great Gatsby</u> was terrific.

HARRY:
I thought so too. What did you like about it.

LAURA:
I guess I liked the message. You know, how stupid and selfish people can be.

HARRY:
Yes. The beautiful people.

LAURA:
I felt so sorry for Gatsby. Falling in love with Daisy. She and her friends were so fake.

HARRY:
Yeah. It made me very sad, too. Gatsby tried so hard to join Daisy's beautiful world. But he was an outcast. Yet...he was better off, in a way.

LAURA:
Most boys would say the book was dumb. They are so insensitive sometimes.

HARRY: (embarrassed)
Oh? Well, I'm not that sensitive.

LAURA:
Don't be upset. I think it's wonderful that you are like that. Girls look for traits like that in a boy.

HARRY:
Do they?

LAURA: (smiling)
Yes. I do.

HARRY:
I...it's just that, as a kid, people make so much fun of me.

NARRATOR:
A spotlight shines on Harry while the others ridicule him.

GLORIA or GEORGE: (in a sarcastic voice)
Crybaby! Crybaby! Harry is a crybaby. Harry is a friend of mine, he resembles Frankenstein. When he tries to dance a jig, he make me think of Porky Pig.

LAURA:
Don't you agree that guys are too insensitive?

HARRY:
I don't know.

LAURA:
At the party tonight, all they'll talk about is football and stuff. I can't stand those parties. I know that you would never want to go.

HARRY:
I don't mind parties. It's just that I'm never invited. I don't know why. Am I such an oddball?

LAURA:
No. But maybe you should act more sociable.

HARRY:
I don't know what you mean.

LAURA:
Talk to people about things they're interested in.

HARRY:
I don't know about those things. I only know what I like. (pause) I am different.

LAURA:
No. You just act that way sometimes.

HARRY:
You don't think I'm weird?

LAURA:
No.

HARRY:
Other girls do. I could never take one of them to the homecoming dance.

LAURA:
You sure could.

GLORIA or GEORGE:
Look at Laura. She's talking with that joke, Harry Johnston. Laura, come back with us.

LAURA:
I'm sure a girl would go to homecoming with you. (quickly) I'm going with Tom. Maybe I'll see you there.

NARRATOR:
Tom walks over to Laura and Harry.

TOM:
Come on Laura. I've been waiting for you.

GLORIA or GEORGE:
Come back to us, Laura.

NARRATOR:
Laura seems confused as though having to choose between them. She looks back and forth at them both.

LAURA:
I've got to be going. Remember, just act like the others. They'll invite you to their parties.

GLORIA or GEORGE:
Laura, you make us laugh. Why were you with Johnston?

LAURA:
He wanted to talk. I couldn't get rid of him.

GLORIA or GEORGE:
What did he say, Laura? Tell us.

LAURA:
He says he wouldn't mind going to our parties.

GLORIA or GEORGE:
What else, Laura?

LAURA:
People made fun of him when he was a kid.

GLORIA o GEORGE:
Poor Harry. Tell us more, Laura.

NARRATOR:
Laura is enjoying the attention she is getting.

LAURA:
He says no girl would go to homecoming with him.

GLORIA or GEORGE:
He's right. Tell us more.

LAURA:
Reading The Great Gatsby made him very sad.

GLORIA or GEORGE:
Crybaby! Crybaby! Harry is a crybaby.

TOM:
Hey, Harry, who are you taking to the homecoming dance?

MARY:
Sorry you can't come to my party. You know how mothers are.

MICK:
I cried all night when I read The Great Gatsby.

LAURA: (whispering)
Leave him alone.

GLORIA or GEORGE:
Crybaby! Crybaby! Harry is a crybaby.

HARRY:
I'm glad you're amused.

LAURA:
I didn't tell them, Harry.

HARRY:
The beautiful people.

NARRATOR:
Harry exits and the lights go out. When the lights come back on it is sometime later. The characters are talking about Harry.

TOM:
Whatever happened to the weird kid who used to hang around here?

MARY:
I don't know. I haven't seen him in a long time. Some say he went crazy and killed himself.

LAURA: (standing apart)
You shouldn't have been so mean to him.

MARY: (surprised)
What?

LAURA:
He's not that strange.

KATHY:
You said he was a creep.

KAREN:
We heard you say it.

LAURA:
You didn't have to reject him.

TOM:
What's got into her.

NARRATOR:
The line moves together filling the space that Laura left empty.

LAURA:
He's a person, just as much as we are.

GLORIA or GEORGE:
She's defending him. Imagine that!

TOM:
Laura and Harry, Laura and Harry!

MARY:
She's a phony.

MICK:
She's a snob.

GARY:
She's a goody-goody.

JIM:
Did I ever tell you about Laura?

KATHY:
Look at all that makeup she wears.

KAREN:
Who does she think she is?

DAN:
I hear she'll go out with anyone.

LARRY:
I hear she's cold as ice.

LAURA:
What are you saying?

GLORIA or GEORGE:
Nothing, nothing, it's OK.

MARY:
I always knew she was strange.

JIM:
What a fink.

LARRY:
What a loser.

LAURA:
Stop what you're saying!

GLORIA or GEORGE:
That's OK. We'll all make fun of her. Everyone makes fun of oddballs..

MARY:
You guys are too much! You never let up! Don't you know when to stop? I'm tried of hanging around all of you two-faced people. I'm going to find me some real friends, who won't talk behind my back and who make me feel comfortable just being myself!

THE END

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 001.00 The learner will examine characteristics which contribute to self-awareness and demonstrate related skills.

OBJECTIVE: 001.05 Interpret assessment activities for identifying personal interests, aptitudes, attitudes, learning styles, values, and/or abilities.

TIME: 8 hours

OUTLINE		STRATEGIES/ACTIVITIES
Administer and interpret assessment activities	C2	1. Administer and interpret personal interest inventories
1. Personal interests		a. Rate your P.C.
2. Aptitudes		b. What is your personality type?
3. Attitudes		c. Personality checklist
4. Learning styles		d. Interests
5. Values		e. Check out your interests
6. Abilities		f. Super Sleuth Investigation
7. Combination activities		g. Job-O
8. Skills		h. COPS
		i. CASE
		j. Your interests
		k. E-WOW
		l. Career Area Interest checklist
		m. Take a Look at Yourself
	C2	2. Administer and interpret aptitude inventories I Am My Aptitude
	C2	3. Administer and interpret attitude inventories
		a. Attitude checklist
		b. An Attitude Inventory

C2 4. Administer and interpret learning styles inventory
   a. A.B.Learning Styles Inventory
   b. Vocational Learning Styles
   c. C.I.T.E. Learning Styles *Instrument*

C2 5. Administer and interpret values surveys
   a. Values Survey
   b. Your Work Values
   c. Values Vocabulary
   d. What Comes First for You?
   e. Identify Your Values
   f. What Do You Want from Work?

C2 6. Administer and interpret abilities inventories
   a. CAPS
   b. Ability Checklist
   c. Abilities definitions
   d. Abilities puzzles

C2 7. Administer and interpret assessment activities which address a variety of personal traits
   a. Me. Myself, and I
   b. An Alphabet of Likes, Interests, and Values

C2 8. Administer and interpret skills, activities
   a. Skills from

sports activities

b. Skills from other hobbies and leisure activities

RESOURCES

Addresses for sample activities for purchase are found on the Resource list.

Choices or Challenges textbook: write to Advocacy Press, P. O. Box 236, Santa Barbara, CA 93102.

Personal Interest surveys:

Rate Your PC - Personal Characteristics
Personality Checklist
Interests
Super Sleuth Investigation
Sample COPS
What I'm Not
Sample E-WOW
Interest Inventory Checklist
What Is Your Personality Type?
Abilities Checklist
Check Out Your Interests
Sample Job-O
Case Interest Survey
Your Interests
Sample Careers Area Interest Checklist
Take a Look at Yourself

Aptitude surveys:
I Am My Aptitude

Attitude surveys:
Attitude Checklist
An Attitude Inventory

Learning Styles surveys:
A.B. Learning Styles Inventory
Learning Styles: The Way We Learn
Vocational Learning Styles
C.I.T.E. Learning Styles Instrument .

Values surveys:
Choices or Challenges Values Survey
Values Vocabulary
Identify Your Values
Your Work Values
What Comes First for You?
What Do You Want from Work?

Abilities surveys:
Sample CAPS Survey
Star Puzzle/T Puzzle
Ability Checklist

Combination surveys:

Me, Myself, and I

Skills from Sports Activities

Skills from Hobbies and Leisure Activities

An Alphabet of Likes, Interests, and Values

RATE YOUR PC

Personal - Characteristics

Instructions: It takes good personal and social skills to work well with people. Some of these skills are described below. Rate yourself on each item--good, okay, or poor. You need not tell anyone how you rate yourself. Make an effort to improve the "okay" or "poor" items.
This is a DYNAMITE way to become more popular...

		Good, Okay, or Poor?
1.	SENSITIVITY - Am I sensitive to others. Can I feel and understand what another person is going through?	_____
2.	SINCERITY - Am I open and honest in my dealings with others? Do I say one thing and then do the opposite?	_____
3.	COURTESY - Am I considerate of others? Am I polite?	_____
4.	LOYALTY - Do I stick by my friends?	_____
5.	FAIR-MINDEDNESS - Am I open-minded? Am I considerate of other's opinions? Can my mind be changed?	_____
6.	DEPENDABILITY - Can I be relied on? Do I do what I say I will?	_____
7.	CHEERFULNESS - Am I usually in a good mood? Does my mood change a lot?	_____
8.	SENSE OF HUMOR - Can I laugh at myself? Am I able to cheer up others?	_____
9.	COOPERATIVENESS - Am I willing and able to work with others?	_____
10.	HONESTY - Do I do what I think is right? Am I fair in my conduct with others? Would I refuse to lie, cheat, steal, or deceive without a second though?	_____
11.	PATIENCE - Do I handle difficult situations calmly?	_____
12.	INITIATIVE - Am I a self-starter, or do I rely on others to lead? Do I see when something should or can be done and do it without being told?	_____
13.	PROMPTNESS - Am I on time, Do I get things done on time? Is being on time important to me?	_____
14.	RESPONSIBILITY - Am I willing to answer for my actions? Do I fulfill my obligations to others?	_____

PERSONALITY CHECKLIST

	Never	Sometimes	Usually	Always
1. I control my temper.				
2. I study hard.				
3. I am friendly with others.				
4. I stand up for what I think is right.				
5. I talk about others.				
6. I do things quickly.				
7. I make friends easily.				
8. I force my opinions on others.				
9. I am good at sports.				
10. I can take orders.				
11. I make excuses for my mistakes.				
12. I accept responsibility.				
13. I make good grades.				
14. I am a "good sport".				
15. I read a lot.				
16. I complete things I start to do.				
17. I get discouraged easily.				
18. My feelings are hurt easily.				
19. I like to do new things.				
20. I laugh at my own mistakes.				

ABILITIES CHECKLIST

Abilities are natural or acquired skills, talents or qualities that enable you to accomplish things.

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
1. Numerical Ability — Can work with numbers easily, either on paper or in one's head.			
2. Mechanical Ability — Can work well with tools and machines.			
3. Musical Ability — Can tell the difference in pitch accurately; can tell tone quality, has a sense of rhythm; shows this in being able to sing, play an instrument or do some other musical talent.			
4. Mental Alertness — Can understand or think quickly to make good decisions.			
5. Common Sense — Thinks before one does something; uses good judgement.			
6. Verbal Ability — Can speak and write well.			
7. Cleverness — Can find new ways to do things.			
8. Memory — Can retain or remember thoughts and ideas.			
9. Creative Ability — Can think up new ideas or put ideas one has learned together to get things done.			
10. Reasoning Ability — Can solve a practical problem by following a logical thinking process, such as defining the problem, analyzing the facts, and drawing conclusions.			
11. Artistic Ability — Can show one's ideas, feelings or experiences through some form of art.			

INTERESTS

In order to become aware of the types of careers you may be best suited for, it is important to explore your interests. An interest is a curiosity about a type of work which may eventually lead to an involvement in a certain occupation. Below are listed several activities. Rate each activity on a scale from 1 to 4. (1 = no interest, 4 = high interest)

_____ 1. Lead people in activities.

_____ 2. Program computers.

_____ 3. Repair engines.

_____ 4. Design newspaper or magazine advertisements.

_____ 5. Give people legal advice.

_____ 6. Keep office records.

_____ 7. Operate heavy equipment.

_____ 8. Compose music.

_____ 9. Help people wiht their problems.

_____ 10. Analyze scientific information.

_____ 11. Build things out of wood or metal.

_____ 12. Design cars or buildings.

_____ 13. Sell things to people.

_____ 14. Prepare business reports.

_____ 15. Help construct a building.

_____ 16. Write script for a play or television show.

_____ 17. Help sick or injured people.

_____ 18. Gather weather information.

_____ 19. Drive a truck to make deliveries.

_____ 20. Think of new ways to use scientific facts.

_____ 21. Teach your favorite subject.

_____ 22. Do scientific research.

_____ 23. Repair computers or video games.

_____ 24. Create sculptures or paintings.

_____ 25. Coach your favorite sport.

_____ 26. Work with math equations.

_____ 27. Work with plants and animals.

_____ 28. Think up new and better ways of doing things.

Now you can compute the results of your interest assessment. Listed below are the number of the questions on the assessment that relate to that area. See what you put for those questions and write the answers below the numbers. When you finish this, add up the totals for each of the four interest areas.

PEOPLE :

Related careers - 1, 5, 9, 13, 17, 21, 25 TOTALS

__+ __+ __+ __+ __+ __+ __+ = _____

DATA (INFORMATION) :

Related careers - 2, 6, 10, 14, 18, 22, 26 TOTALS

__+ __+ __+ __+ __+ __+ __+ = _____

THINGS :

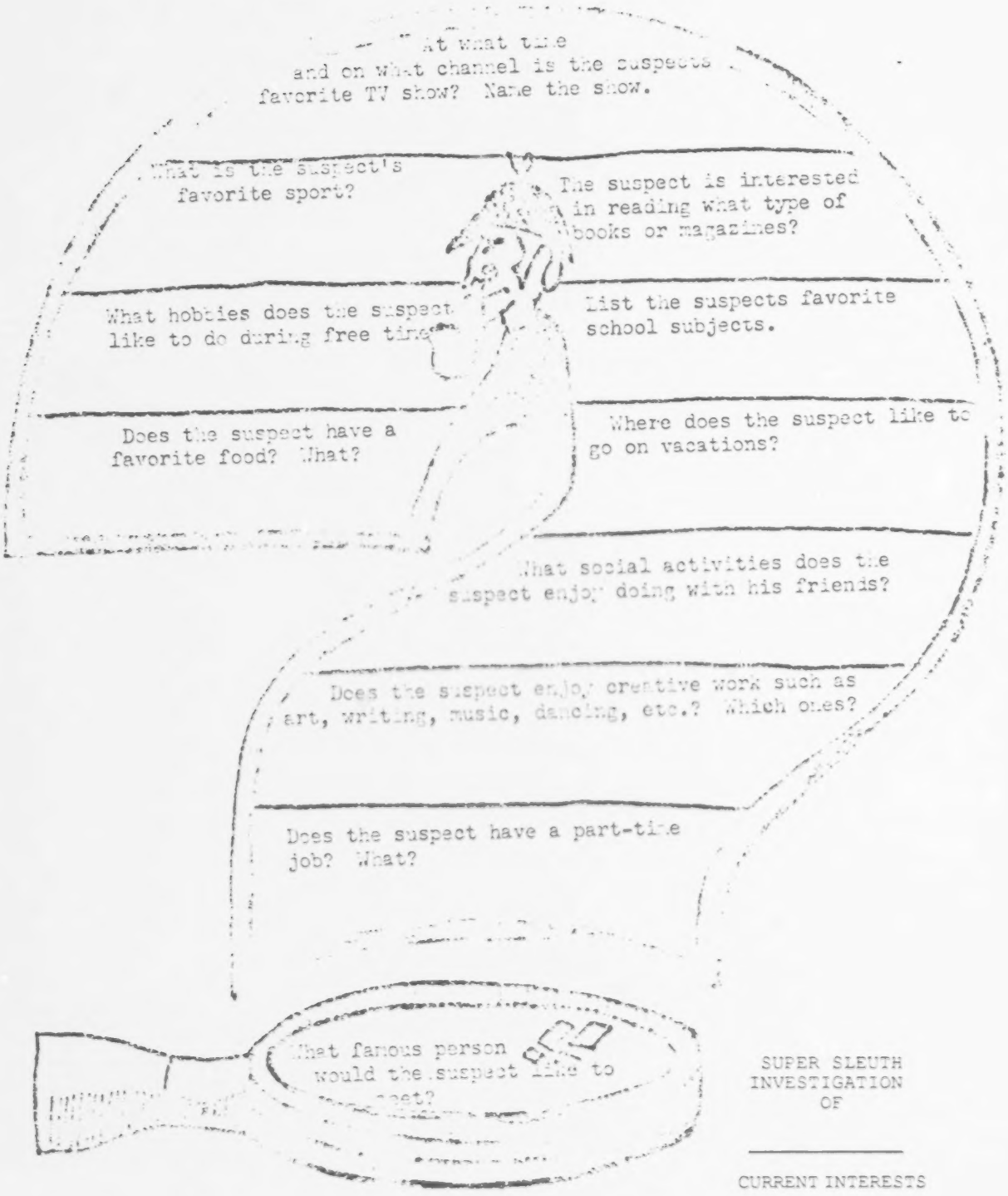
Related careers - 3, 7, 11, 15, 19, 23, 27 TOTALS

__+ __+ __+ __+ __+ __+ __+ = _____

IDEAS :

Related careers - 4, 8, 12, 16, 20, 24, 28 TOTALS

__+ __+ __+ __+ __+ __+ __+ = _____


favorite TV show? Name the show.
favorite sport?
The suspect is interested in reading what type of books or magazines?
What hobbies does the suspect like to do during free time?
List the suspects favorite school subjects.
Does the suspect have a favorite food? What?
Where does the suspect like to go on vacations?
What social activities does the suspect enjoy doing with his friends?
Does the suspect enjoy creative work such as art, writing, music, dancing, etc.? Which ones?
Does the suspect have a part-time job? What?
What famous person would the suspect like to

SUPER SLEUTH
INVESTIGATION
OF

_____

CURRENT INTERESTS

TEACHER INSTRUCTIONS

TOPIC: Understanding and personalizing interests

ACTIVITY: Standardized Career Inventory

OBJECTIVES: The student will:

- complete the California Occupational Preference System (COPS) Intermediate Form
- record the results of the inventory on the Student Information Sheet

DESCRIPTION:

COPS is designed to assist students in career decision-making. It yields job activity interest scores, based on Anna Roe's clusters of related occupations.

The results of the inventory should be recorded on the Student Career Development Profile folder, in the space provided for interests. To provide consistency through the program, record the Career Interest Area (CIA) rather than the COPS Cluster. When a cluster represents more than one CIA, the student will need to select the subgroup of occupations and record that CIA.

Below is a cross-reference of COPS Clusters to Career Interest Areas. A more detailed cross-reference will be sent with the copies of COPS.

COPS CLUSTERS	CAREER INTEREST AREAS
1. SCIENCE, PROFESSIONAL	02. Scientific
2. SCIENCE, SKILLED	02. Scientific
3. TECHNOLOGY, PROFESSIONAL	05. Mechanical
4. TECHNOLOGY, SKILLED	05. Mechanical
5. CONSUMER ECONOMICS	06. Industrial
6. OUTDOOR	03. Plants and Animals
7. BUSINESS, PROFESSIONAL	11. Leading/Influencing
8. BUSINESS, SKILLED	08. Selling; and 11. Leading/Influencing
9. CLERICAL	07. Business Detail
10. COMMUNICATION	01. Artistic; and 11. Leading/Influencing
11. ARTS, PROFESSIONAL	01. Artistic
12. ARTS, SKILLED	12. Artistic
13. SERVICE, PROFESSIONAL	02. Scientific; and 10. Humanitarian
14. SERVICE, SKILLED	04. Protective; and 09. Accommodating

TEACHER INSTRUCTIONS (Cont'd.)

After recording the CIA on the folders, students should be encouraged to take the booklet home and share it with their parents/guardians. Consider giving a grade for evidence that they have shared it (i.e., signature).

The teacher may choose to use the CAREER PLANNING GUIDE section of the inventory with "career research" in the "What Could I Be?" unit.

RESOURCES: Copy of COPS for each student
Contact Prevocational Resource Teacher

COPS® II

CAREER OCCUPATIONAL PREFERENCE SYSTEM

by Robert R. Knapp and Lila Knapp

EXAMPLE

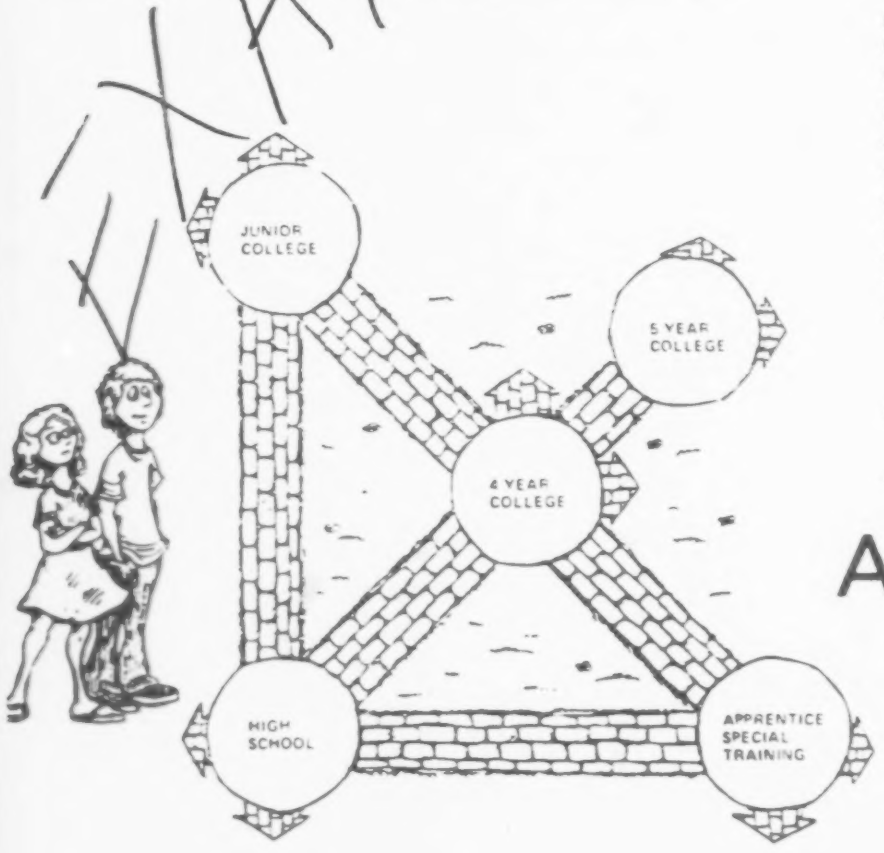
NAME _____

SCHOOL or OCCUPATION _____

GRADE OR CLASS _____

CITY _____ STATE _____

AGE _____ SEX _____ DATE _____



This inventory will help you find out what kinds of jobs best fit your interests. Your results will help you in choosing activities, training and school courses which will help you most in preparing for these jobs.

On each page in this booklet are questions about your plans and what you like to do. You will be asked to answer each question and record your answer on an answer page in this booklet.

- Fill in your name and the other information at the top of this page.
- Read and follow the directions on each page.
- Now read Question A below.

A What is the most schooling you plan to complete?

(Circle one number below.)

1. HIGH SCHOOL
2. APPRENTICESHIP, TECHNICAL OR SPECIAL TRAINING
3. TWO-YEAR COLLEGE PROGRAM
4. FOUR-YEAR COLLEGE PROGRAM
5. FIVE OR MORE YEARS OF COLLEGE

Put an X through every circle, in Column A to the right, having that number in it. Then turn the page to B.

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80

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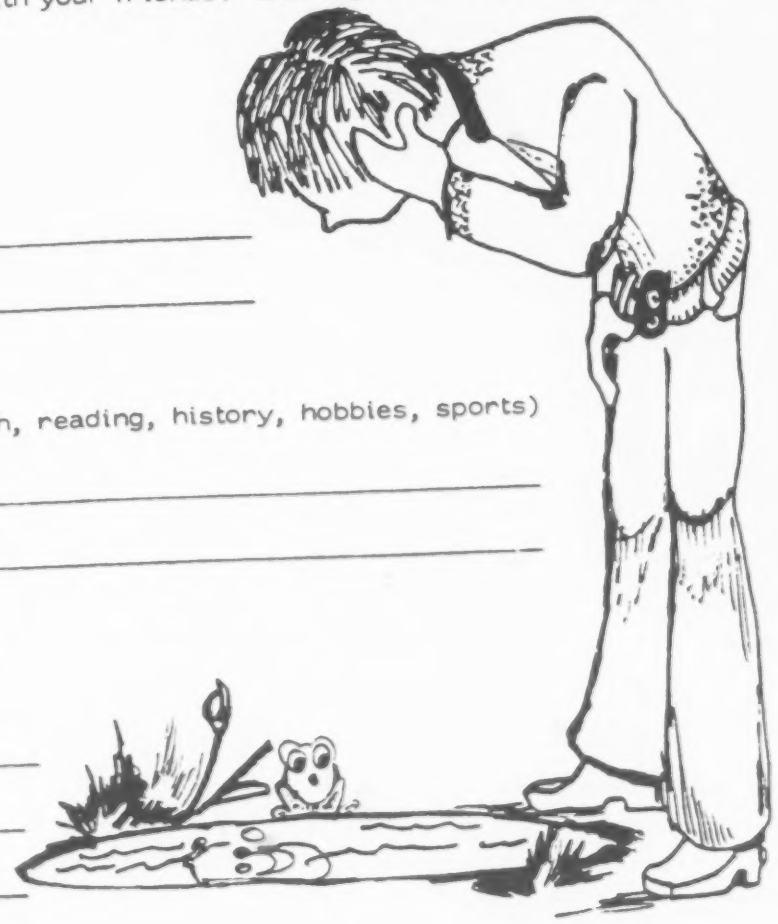
A
5
2 3
4
1 2 3
1 2 3
1 2 3 4
1 2 3
1 2 3
4 5
2 3 4
1 2 3
1 2 3

WHAT I'M NOT

Describe yourself by writing what you are NOT. For example, if you have blond hair you might write: "I do not have brown, black or red hair." Exchange your "I Am Not..." descriptions with your friends. See if you can figure out who is not described.



PHYSICAL DESCRIPTION
(Eyes, hair, height, weight)

I am NOT _____

_____

SKILL DESCRIPTION
(School subjects such as math, reading, history, hobbies, sports)

I can NOT _____

_____

INTEREST DESCRIPTION
(Books, favorite subject)

I do NOT like to _____

_____

_____

FUTURE DESCRIPTION
(Careers, leisure time, family, community, etc.)

I do NOT want to be _____

_____

_____

FRINGE BENEFITS

Describe yourself by writing what you ARE. Include your physical description, skills description, interest description and future description.

YOUR INTERESTS

Check (✓) the items you have done during the past year on your own.

____ 1. Collected rocks, butterflies, match books, etc.
____ 2. Spent time with other people.
____ 3. Made some kind of art project.
____ 4. Wrote a poem.
____ 5. Spent time doing something alone because you wanted to.
____ 6. Drew a map.
____ 7. Experimented with a cooking project.
____ 8. Made a toy or game.
____ 9. Never stayed in the same place very long if you didn't have to.
____ 10. Painted a poster or picture.
____ 11. Spent time thinking about your life.
____ 12. Wrote a letter.
____ 13. PLay-acted.
____ 14. Spent time outdoors.
____ 15. Photographed something.
____ 16. Went on a trip.
____ 17. Worked with numbers of some kind for fun.
____ 18. Solved a problem for someone else.
____ 19. Made an effort to make someone else happy.
____ 20. Used a chemistry set.
____ 21. Wrote a song.
____ 22. Did some kind of needle work.
____ 23. Babysat.
____ 24. Took care of a pet.
____ 25. Washed a car.
____ 26. Attended a science fair.
____ 27. Drew cartoons.
____ 28. Did something you wanted to do, even though your parents said no.

SAMPLE

E-WOW

E XPLORE THE **W** ORLD
O F
W ORK

Have fun while you
EXPLORE THE WORLD OF WORK!

Follow the directions in this folder. You will go through these **easy** steps:

1. COLOR JOB ACTIVITIES AND FIND OUT YOUR JOB INTERESTS!
2. MATCH YOUR INTERESTS WITH JOB CLUSTERS (a job family) AND JOBS!
3. CHOOSE ONE JOB TO EXPLORE!
4. SHARE YOUR RESULTS WITH PARENTS, TEACHERS, AND COUNSELOR!

It's all in the folder. Look inside. Fill in your name on the inside flap and begin!

BE SURE TO READ AND FOLLOW ALL DIRECTIONS

1980
JIST CAREER MATERIALS, INC
P.O. BOX 417
MEADOW VISTA, CA 95722

Graphics by Eric Larson
Layout by Lori Constantino

INTEREST INVENTORY CHECKLIST

	ACTIVITY	YOU	OTHER		ACTIVITY	YOU	OTHER
1.	Work on a farm	0	0	25.	Work outside in a national park	0	0
2.	Solve complicated math problems	0	0	26.	Research a law case	0	0
3.	Act in a movie or play	0	0	27.	Play an instrument	0	0
4.	Study social groups in society	0	0	28.	Work with babies or children	0	0
5.	Interview strangers for the TV news	0	0	29.	Run for class office	0	0
6.	Learn about and study the economy	0	0	30.	Work after school to save money	0	0
7.	Study "how-to" mechanics manuals	0	0	31.	Set up a stereo system	0	0
8.	Perform science lab experiments	0	0	32.	Read science fiction	0	0
9.	Manage an art gallery	0	0	33.	Write a short story, play, or novel	0	0
10.	Conduct a religious service	0	0	34.	Go to a party	0	0
11.	Bargain at a flea market	0	0	35.	Work in a politician's office	0	0
12.	Write up graphs or charts with statistics	0	0	36.	Keyboard documents into computers	0	0
13.	Build cabinets	0	0	37.	Build a jet aircraft model	0	0
14.	Study nature outdoors	0	0	38.	Use an electric microscope	0	0
15.	Write a movie screenplay	0	0	39.	Design a new line of clothes	0	0
16.	Lead a club or scout troop	0	0	40.	Read and discuss literature	0	0
17.	Buy merchandise for a store	0	0	41.	Debate political and social issues on TV	0	0
18.	Work nine to five in a corporate office	0	0	42.	Keep accurate records of a business	0	0
19.	Operate heavy machines	0	0	43.	Repair a car engine	0	0
20.	Play chess	0	0	44.	Identify constellations of stars	0	0
21.	Work on an art or music magazine	0	0	45.	Take pottery classes	0	0
22.	Get involved in a charity organization	0	0	46.	Work with senior citizens	0	0
23.	Do fast-paced, high-pressure sales work	0	0	47.	Sell products on commission	0	0
24.	Design computer games and programs	0	0	48.	Set up a budget for running a business	0	0

HOW TO SCORE YOURSELF

Below, circle every number you checked off. For example, if you checked "Work on a farm," circle number 1.

____A.	1	7	13	19	25	31	37	43
____B.	2	8	14	20	26	32	38	44
____C.	3	9	15	21	27	33	39	45
____D	4	10	16	22	28	34	40	46
____E.	5	11	17	23	29	35	41	47
____F.	6	12	18	24	30	36	42	48

After you finish, read across and count the total numbers you circled. For example, if on line **A** you circled **1, 19, 31,** and **43,** write the number **4** next to the letter **A**. Count up the total numbers you circled for each line (**A** through **F**) and write down the total next to the letter.

Next, transfer your total for each line above to the proper spaces below. For example, if your total for line **A** is 4, write the number 4 on line **A** below

____A. DOERS ____B. INVESTIGATORS ____C.ARTISTS ____D. HELPERS ____E. ENTERPRISERS ____F. DETAILERS

In what two personality types did you score in the highest? Write their names in the blank spaces. _____, _____

If you had another person fill out your interest inventory, in what two types did that person score highest for you? _____, _____

How can knowing your personality type lead you to satisfying career future? Read on.

DOERS If you love working with your hands, chances are you're a "doer." You get a kick out of building, tinkering, and fixing things. Using tools comes naturally. You may prefer "doing" to "thinking," and concrete problems to abstract problems. Many doers grow up to have "hands-on" careers.

Doers make good:

- Mechanics
- Police officers
- Hairdressers
- Chefs
- Farmers
- Construction workers
- Carpenters
- Truck drivers
- Dressmakers
- Firefighters
- Dental assistants
- Computer repairs/specialists
- Electricians
- Caterers
- Physical therapists
- Locksmiths

Have you thought of about any of these careers? One may be right for you.

INVESTIGATORS Investigators are observant and curious about the world around them. They have a feel for gathering and figuring out information. Many investigators love science, math, or history. They may prefer to work more on their own than with others. Does this sound like you?

Investigators make good:

- Doctors
- Paralegals
- Police detectives
- Librarians
- Engineers
- Science lab workers
- Geologists
- Data analysts
- Pharmacists
- Medical assistants
- Reporters
- Consumer researchers
- Veterinarians
- Lawyers
- Military analysts
- College professors

ARTISTS If you're artistic, you feel the need for self-expression. Artists are imaginative and creative. They often love working freely and put their emotions into their work.

Artistic people have a good chance to succeed as:

- Musicians
- Teachers
- Painters
- Landscapers
- Photographers
- Architectural draftsmen
- Florists
- Editors
- Illustrators
- Interior designers
- Fashion designers
- Writers and journalists
- Actors
- Dancers
- Advertising personnel

HELPER Have you ever imagined yourself teaching people new skills or helping them with their personal problems? Working with others may be perfect for you. Helpers are expert communicators. They love to talk and listen. They work well in groups and interact well with all kinds of people.

Helpers become successful:

- Social workers
- Receptionists
- Clergymen
- Personnel workers
- Information clerks
- Mental health counselors
- Dietitians
- Nurses
- Child care workers
- Travel agents
- Airline personnel
- Government staffers
- Teachers
- Sales people
- Waiters, waitresses
- Office workers
- Home health aides

ENTERPRISERS Enterprisers often have strong leadership qualities. They enjoy organizing activities for people and taking personal or financial risks. Often competitive, enterprisers like to persuade others to see the world their way. Enterprisers may often combine some of the social skills of "helpers" and hands-on skills of "doers."

Enterprisers make good:

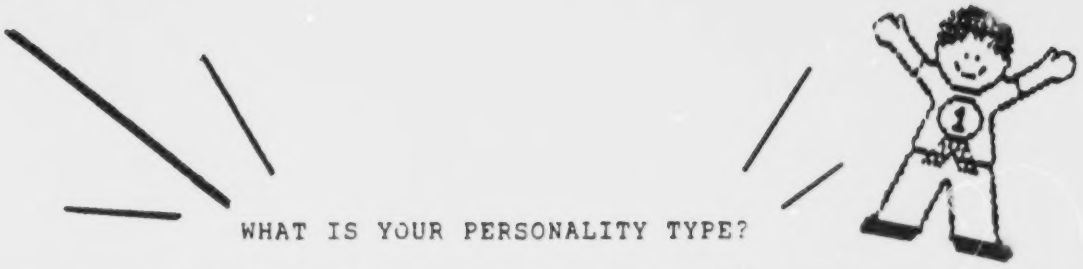
- Finance specialists
- Reporters
- Insurance underwriters
- Sales people
- Independent businessmen
- General managers
- Public relations executives
- Recreation workers
- Real estate workers
- Wholesale buyers
- Administrative assistants
- Retail store owners

DETAILERS If you find detail work a cinch, and think you might enjoy such work as analyzing information or operating business machines, you're a "detailer." Detailers often like being part of large companies, though not always in leadership positions. They love steady routines and have a good feel for numbers and facts.

Detailers make good:

- Accountants
- Cashiers
- Hotel clerks
- Bank tellers
- Paralegals
- Medical record tech.
- Auditors
- Office clerks
- Credit managers
- Proofreaders
- Science lab tech.
- Computer programmer

WHERE DO YOU GO FROM HERE? Now that you've traced your interests to the workplace, continue thinking about your career future. Explore a variety of classes and talk to a guidance counselor and teachers. Check with your school or local library. Get as much information as you can about the career fields that interest you. By getting a head start, you put yourself on the path to career success.



WHAT IS YOUR PERSONALITY TYPE?

Using the answer sheet, circle the number of the statement below that is something you would do, say, or think. If the statement is NOT something you would do, say or think, then do nothing with that number and go on to the next statement.

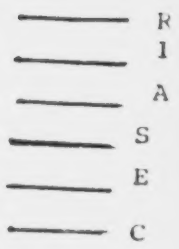
1. It is important for me to be strong and athletic.
2. I need to thoroughly understand things before I start.
3. Music, color and beauty bring out my feelings.
4. Being around a lot of people gives me energy.
5. I believe in myself and have confidence that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually build, carry, or fix things for myself.
8. I can spend hours figuring a problem out.
9. I like beautiful things. Color and design mean a lot to me.
10. I love having friends over.
11. I enjoy competing in games.
12. I need to get everything ready before I start something.
13. I enjoy making things with my hands.
14. I like to think about new ideas.
15. I like to find new ways to be creative.
16. I like to talk over my problems with people.
17. I like to be one of the leaders in a group.
18. I like to be very careful with my work so that everything is right.
19. I do not mind getting my hands dirty.
20. I think that getting an education is a lifelong process and not limited to just the school years.
21. I love to dress in new colors and styles, not the same old usual way.
22. I can feel when other people need to talk to me about a problem.
23. I like to organize people and get them started on a project.
24. I like to make a list of things to do before I start a job.
25. I like to buy things that I can repair or work on myself.
26. I can sit for a long time working on puzzles or just reading.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people count on me to get the job done.
30. I like to do any assignment very carefully and completely.

31. I like to work on things by myself.
32. I like to read about things that interest me.
33. I love to try new creative activities.
34. If I have a problem with someone, I want to talk with them about it.
35. If I want to be successful, I must work really hard and big goals.
36. I don't like to be responsible for things, let someone else make the decisions.
37. I don't enjoy talking things over, what's right is right.
38. I need to think about a problem very carefully before I do anything about it.
39. I like to rearrange my room and make it different.
40. When I feel bad or down, I like to talk to a friend.
41. After I suggest what to do, I like to let others make it happen.
42. I'm usually happy wherever I am.
43. I like to do things outside.
44. I want to know "why" about everything.
45. I like for my work to be an expression of my moods and feelings.
46. I like to find ways to help people care more for each other.
47. I like to make important decisions.
48. I'm always glad when someone else takes charge of things.
49. I like for the things around me to be plain and simple.
50. I will work on a problem as long as it takes to finish it right.
51. It makes me feel really good to see a beautiful sunset
52. Close friends are important to me.
53. Promotion and advancement are important to me.
54. Doing a little bit carefully each day is the best way to get a lot done.
55. A lot of laws are needed to keep order in the city.
56. I like to read books that give me another point of view.
57. I look forward to seeing art shows, plays, and good films.
58. When I see someone I haven't seen for a long time, I want to know all about what they have been doing.
59. It's exciting to know that people listen to me and agree with me.
60. When I say I'll do it, I will do it very well.

61. Good, hard physical work is good for people.
62. I'd like to learn all there is to know about the subjects that interest me.
63. I don't want to be like anyone else; I like to do things differently.
64. I like to ask people how I can help them.
65. I am willing to take some risks to get important or famous.
66. I like exact directions and clear rules when I start something new.
67. The first thing I look for in a new car is a well built engine.
68. I like to be around people who make me think about important things.
69. When I'm making something, I forget about what time it is.
70. I worry about the homeless and the sick in the world.
71. It's fun to explain things to people.
72. I hate it when they change the rules just when I understand them.
73. I usually know how to take care of things in an emergency.
74. I find it exciting to read about new discoveries.
75. I like to plan parties and get-togethers.
76. I often go out of my way to pay attention to people who seem lonely and have no friends.
77. I love to talk a salesperson down on the price of an item.
78. I don't like to do something unless I know it is approved.
79. Sports are important in building strong bodies.
80. I have always been curious about how nature works.
81. It's fun to be in a mood to try new things or do something unusual.
82. I believe that deep down, everybody is basically good.
83. If I don't make it the firs time, I usually try harder the next time.
84. I like to know exactly what I am expected to do.
85. I like to take things apart to see if I can fix them.
86. When people get mad at me, I ask them to sit down and talk it over.
87. I would not like to live in the desert where everything
    is a beige color, I like beauty around me.
88. People like to tell me their problems.
89. I can usually find what I need by connecting with people who know where to find it.
90. I don't need very much to be happy.

Circle the number of the statement that describes you.

1	7	13	19	25	31	37	43	49	55	61	67	73	79	85
2	8	14	20	26	32	38	44	50	56	62	68	74	80	86
3	9	15	21	27	33	39	45	51	57	63	69	75	81	87
4	10	16	22	28	34	40	46	52	58	64	70	76	82	88
5	11	17	23	29	35	41	47	53	59	65	71	77	83	89
6	12	18	24	30	36	42	48	54	60	66	72	78	84	90



R The realistic
body needs

running on the beach
planting tomatoes
fixing the sink

I the investigative
mind needs

discussing politics
reading War and Peace
planning a trip to Europe

A the artistic
aesthetic needs

enjoying a sunset
wearing colors that blend
decorating a cake

S the social
people needs

laughing with a friend
hugging the baby
going to a party

E the enterprising
accomplishment needs

organizing a party
saying "Hello" first
applying for a job

C the conventional
structure needs

straightening your closet
finishing a paper on time
stopping at a stop sign

OCCUPATIONS RELATED TO HOLLAND'S PERSONALITY TYPES

Every job has characteristics of more than one occupational group. The occupations are grouped below according to the type they most strongly represent.

REALISTIC

- Farmer
- Forester
- Horticultural Supervisor
- Animal Caretaker
- Air-Traffic-Control Specialist
- Forest Fire Fighter
- Highway Patro
- Life Guard
- Bulldozer Operator
- Engineer
- Drafter
- Land Surveyor
- Dental Lab Technician
- Printing Shop Supervisor
- Meter Reader
- Butcher

INVESTIGATIVE

- Geographer
- Biologist
- Land Chemist
- Soil Scientist
- Psychologist
- Urban Planner
- Financial Analyist
- Systems Analyist
- Lab Tester

ARTISTIC

- Photo Retoucher
- Artist
- Musician
- Copywriter
- Fashion Artist
- Photographer
- Industrial Designer
- Annoucer (TV, Radio)
- Dancer
- Commentator
- Interperter/Translater
- Sign Painter
- Illustrator
- Commercial Artist

SOCIAL

- Counselor
- Curators
- 4-H Club Agent
- Home Economist
- Library Director
- Political Science
- Sociologist
- Safety Custom Inspector
- Occupation Therapist
- Hunting/Fishing Guide
- Flight Attendant
- Nursery School Attendant

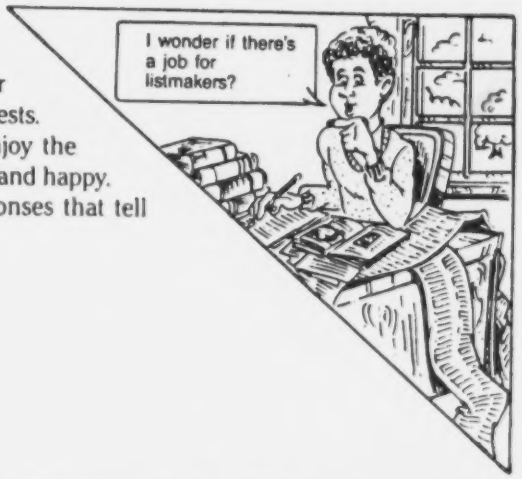
ENTERPRISING

- Airport Manager
- Personnel Manager
- Sales Manager
- Funeral Director
- Hotel/Theatre Manager
- Claim Adjuster
- Legal Investigator
- Insurance Agent
- Sales Representative
- Accountant
- Credit Analyist
- Loan Officer
- Advertising Manager

CONVENTIONAL

- Court Clerk
- Legal Secretary
- Bookkeepr
- Traffic Clerk
- Proof Reader
- Computer Operator
- File Clerk
- Postal Clerk
- Bank Teller
- Information Clerk
- Reservation/Travel Clerk
- Typist

Check Out Your Interests



If you had a day to do anything you wanted, what would you do? What do you enjoy doing the most? Answer these questions and you'll find out more about your interests.

Interests can lead you into a career choice. If you enjoy the work you do, you have a good chance of being successful and happy.

Read the directions for each section. Check the responses that tell your true feelings.

People-Facts-Things

Check each item according to how much you enjoy doing it: *Often/Fairly Often, Sometimes,* or *Never/Hardly Ever.*

Category	Often/ Fairly Often	Sometimes	Never/ Hardly Ever
People			
Enjoy being with people	____	____	____
Get along well with people	____	____	____
Like to talk with people	____	____	____
Want to help people	____	____	____
Facts			
Read books/magazines for information	____	____	____
Like to learn about new things	____	____	____
Take pride in collecting facts	____	____	____
Seek out information	____	____	____
Things			
Like to work with my hands	____	____	____
Enjoy repairing things	____	____	____
Want to know how things work	____	____	____
Good at figuring out how to put things together	____	____	____

Hobbies

What hobbies do you enjoy? Read the following list of hobby categories. Put a check next to the type of hobby you have; then write a description of your specific hobby in the appropriate space. For example, if you check "Collecting," tell what you collect — coins, stamps, etc. — and why you enjoy this hobby.

I enjoy	Type of Hobby	What I Enjoy Most
_____	Collecting:	_____
_____	Sports:	_____
_____	Music:	_____
_____	Reading:	_____

_____ Flowers: _____

_____ Animals: _____

_____ Needle crafts: _____

_____ Sewing: _____

_____ Woodworking: _____

_____ Photography: _____

_____ Art: _____

_____ Other: _____

Activities

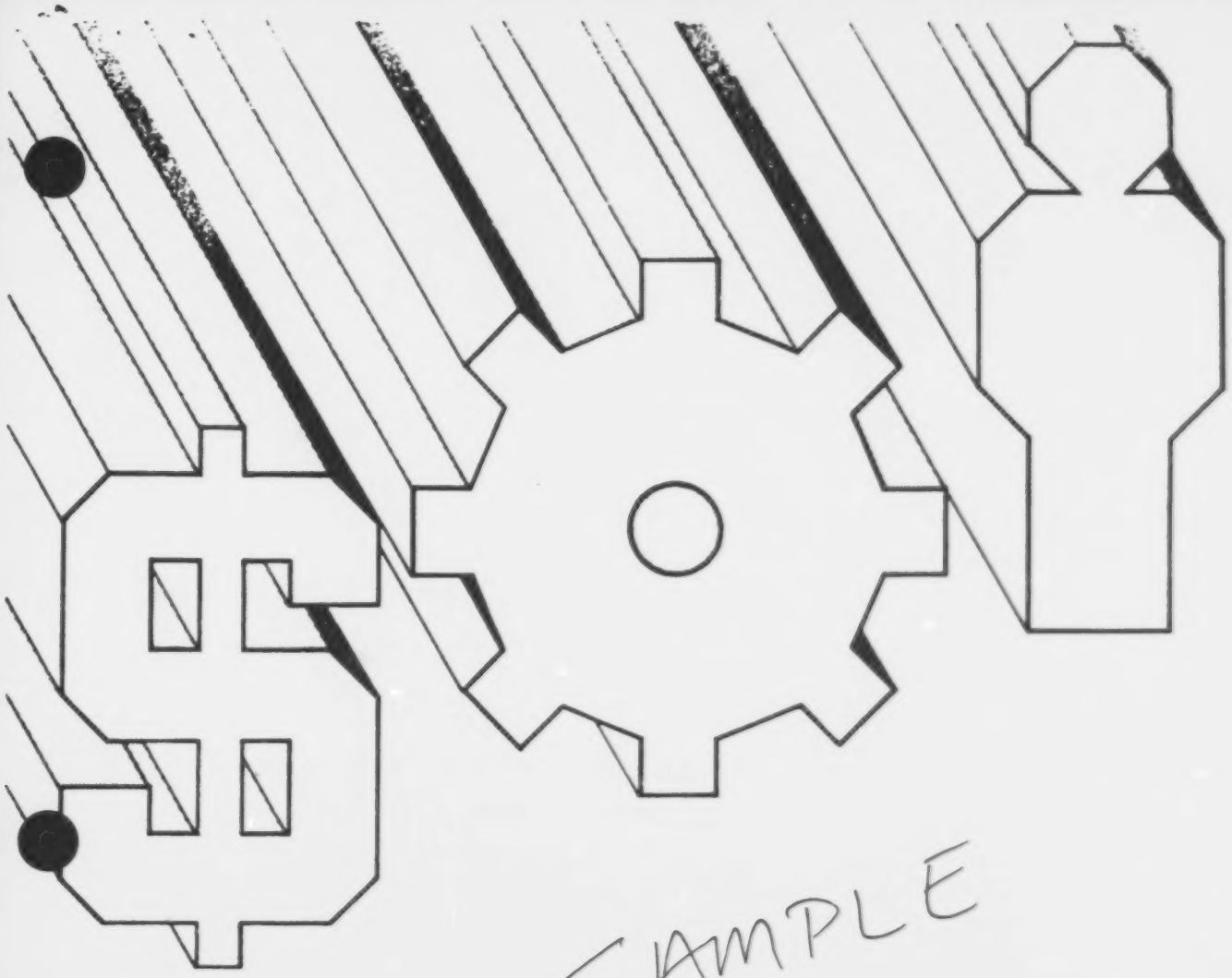
What activities do you participate in outside of the classroom? What role do you play in each activity? Are you an officer or a member? Check the activities you are in; then describe your involvement.

I enjoy	Type of Activity	My Involvement
_____	School clubs (list and describe each one):	_____
		_____
_____	Student council/government:	_____
		_____
_____	Band:	_____
_____	Orchestra:	_____
_____	Cheerleader/pep squad:	_____
_____	Baton twirler:	_____
_____	Newspaper:	_____
_____	Sports (list each one):	_____

Television Programs

Put a check next to the type of television programs you usually watch each week. Then list your two or three favorite shows in each category.

I enjoy	Type of Shows I Watch	My Favorite Programs
_____	Sports shows:	_____
_____	Adventure:	_____
_____	Human interest/drama:	_____
_____	Science fiction:	_____



SAMPLE

JOB-O

Career Planning 1987-1997

(This book is compatible with the 1985-1995 Edition)

JOB-O

SAMPLE

1987-1997

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In this 1987-1997 edition, job outlook and job growth predictions are based upon U.S. Department of Labor, Bureau of Labor Statistics forecasts. JOB-O will be updated biennially to conform with the changing job demands as reported by the Department of Labor.

It is highly recommended that the **JOB-O DICTIONARY** and the **OCCUPATIONAL OUTLOOK HANDBOOK** be used as references for further research and information. Both of these publications can be ordered from **CFKR CAREER MATERIALS, INC.**

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JOB-O
INSERT FOLDER

1 2 3 4 5 6 7 8 9

SEE EXPLANATIONS OF COLUMNS AT BOTTOM OF PAGE

JOB TITLE	NUMBER OF PEOPLE EMPLOYED	YEARLY NUMBER OF JOB OPENINGS	YEARLY PAY LOW	YEARLY PAY HIGH	A* JOB OUTLOOK	B** KIND OF TRAINING	C YEARS OF TRAINING	D*** JOB CLUSTER	E NUMBER OF MATCHES
ACCOUNTANT	865,000	51,500	11,500	37,000	XX	College	4 or 5	Office	
ADVERTISING WORKER	180,000	8,000	8,000	28,000	XXX	College	2 to 4	Office	
AIRPLANE MECHANIC	110,000	5,200	12,000	23,000	XXX	AP-CO-SS	2	Transportation	
AIR TRAFFIC CONTROLLER	21,000	1,100	11,500	24,000	XXX	OJ-SS-CO	3 to 4	Transportation	
APPLIANCE REPAIRER	144,000	7,000	9,000	15,000	XX	OJ	1 to 3	Mechanic/Repair	
ARCHITECT	49,000	3,100	15,000	35,000	XX	College	5	Art/Design	
ASSEMBLER	1,100,000	70,000	7,200	14,500	XXX	OJ	None	Industrial	
AUTO BODY REPAIRER	174,000	6,000	12,000	18,000	XX	AP-OJ	3 or 4	Mechanic/Repair	
AUTO MECHANIC	790,000	32,000	12,000	18,000	XX	AP-OJ	3 or 4	Mechanic/Repair	
AUTO PARTS WORKER	75,000	4,200	8,500	15,000	XX	OJ	None	Sales	
AUTO SALESWORKER	130,000	9,000	11,000	18,000	XX	OJ	None	Sales	
BANK CLERK/TELLER	766,000	57,000	8,000	12,000	XXX	OJ	None	Office	
BANK OFFICER	319,000	28,000	12,000	35,000	XXX	College	4	Office	
BARBER	124,000	8,100	9,600	16,000	X	AP-SS	1	Service	
BOOKKEEPER	1,700,000	95,000	7,500	14,000	XX	CO-OJ-SS	2	Office	
BROADCAST TECHNICIAN	22,500	1,350	10,000	25,400	XX	CO-SS	2	Scientific/Technical	
BUILDING CUSTODIAN	2,100,000	160,000	7,500	12,000	XXX	OJ	None	Service	
BUSINESS MACHINE REPAIRER	58,000	3,400	8,500	16,500	XXX	OJ	None	Mechanic/Repair	
CARPENTER	1,016,000	67,000	12,000	20,500	XX	AP	4	Construction	
CASHIER	1,250,000	92,000	7,000	14,000	XXX	OJ	None	Office	
CLERGY	253,000	15,000	6,000	20,000	XX	College	5 to 7	Social Service	
COLLEGE/UNIVERSITY TEACHER	593,000	19,000	10,000	25,400	X	College	5 to 7	Education	
COMMERCIAL ARTIST	67,000	3,600	7,500	20,000	X	CO-SS	2 to 4	Art/Design	
COMPUTER OPERATOR	565,000	8,500	8,000	20,000	XX	CO-SS	2	Office	
COOK/CHEF	1,065,000	79,000	7,000	20,000	XXX	AP-CO-OJ-SS	1 or 2	Service	
COSMETOLOGIST	384,000	30,000	6,000	20,000	XX	CO-SS	2	Service	
COUNSELOR	72,300	3,500	10,000	22,000	X	College	5	Social Service	
DENTAL ASSISTANT	135,000	13,500	7,500	15,000	XXX	CO-OJ-SS	1 to 2	Health	
DENTAL HYGIENIST	27,000	5,100	9,000	20,000	XXX	College	2 to 4	Health	
DENTAL LAB TECHNICIAN	42,000	3,700	8,000	18,000	XXX	CO-OJ-SS	2	Health	
DENTIST	112,000	4,800	18,000	40,000	XXX	College	7 to 8	Health	
DIETICIAN	45,000	2,800	12,000	24,000	XXX	College	4 or 5	Health	
DRAFTER	320,000	16,500	8,400	20,000	XXX	AP-CO-OJ-SS	2 to 4	Scientific/Technical	
ELECTRICIAN	280,000	13,700	12,000	26,000	XXX	AP	4	Construction	
ELEMENTARY TEACHER	1,364,000	70,000	8,000	20,000	X	College	5	Education	
ENGINEER	1,133,000	56,500	14,500	30,000	XXX	College	4 or 5	Scientific/Technical	
ENGINEERING TECHNICIAN	586,000	29,000	9,000	17,800	XXX	CO-SS	2	Scientific/Technical	
ENVIRONMENTAL SCIENTIST	54,200	3,450	13,300	25,000	XXX	College	4 or 5	Scientific/Technical	
FARM/RANCH WORKER	1,345,000	65,000	10,000	20,000	X	OJ-CO	2 to 4	Scientific/Technical	
FIREFIGHTER	210,000	8,300	10,000	18,300	XX	OJ	None	Service	

*A. JOB OUTLOOK
XXX Excellent
XX Good
X Fair

**B KIND OF TRAINING
AP Apprentice Program
CO College
OJ On-the-Job
SS Special School

***D JOB CLUSTERS
Occupational classifications
(U.S. Department of Labor)

TEACHER INSTRUCTIONS

CASE INTEREST SURVEY

1. Carefully read the moderator's guide which comes with the CASE inventory. Go through the entire inventory yourself before attempting to give it to the students.

2. Each student will need a CASE Response Sheet and a pencil.

3. Explain the procedure as directed in the moderator's guide. Be sure that all students are ready before starting the filmstrip.

4. Upon completing of the test, give instructions for scoring and recording. Follow instructions in teacher's guide.

5. Interpret scores using instructions in the guide.

6. Use results to relate classroom activities to student interests. Results may also be used in preparing the Personalized Education Plan.

RESOURCES:

CASE Interest Inventory
(P.O. Box 1125, Gardendale, AL 35071)

Filmstrip projector
Cassette player
(for presenting the inventory)

CASE Response Sheet
(one for each student)

RESPONSE SHEET

-G-42-a-

Name _____

Date _____

School _____

Grade _____ Age _____

													TOTAL ? NUMBERS CIRCLED	TOTAL CIRCLED
1. ?	14. ?	27. ?	40. ?	53. ?	66. ?	79. ?	92. ?	105. ?	118. ?	131. ?	144. ?	TS		
2. ?	15. ?	28. ?	41. ?	54. ?	67. ?	80. ?	93. ?	106. ?	119. ?	132. ?	145. ?	AC		
3. ?	16. ?	29. ?	42. ?	55. ?	68. ?	81. ?	94. ?	107. ?	120. ?	133. ?	146. ?	SS		
4. ?	17. ?	30. ?	43. ?	56. ?	69. ?	82. ?	95. ?	108. ?	121. ?	134. ?	147. ?	HO		
5. ?	18. ?	31. ?	44. ?	57. ?	70. ?	83. ?	96. ?	109. ?	122. ?	135. ?	148. ?	MR		
6. ?	19. ?	32. ?	45. ?	58. ?	71. ?	84. ?	97. ?	110. ?	123. ?	136. ?	149. ?	AO		
7. ?	20. ?	33. ?	46. ?	59. ?	72. ?	85. ?	98. ?	111. ?	124. ?	137. ?	150. ?	TO		
8. ?	21. ?	34. ?	47. ?	60. ?	73. ?	86. ?	99. ?	112. ?	125. ?	138. ?	151. ?	CO		
9. ?	22. ?	35. ?	48. ?	61. ?	74. ?	87. ?	100. ?	113. ?	126. ?	139. ?	152. ?	SO		
10. ?	23. ?	36. ?	49. ?	62. ?	75. ?	88. ?	101. ?	114. ?	127. ?	140. ?	153. ?	EO		
11. ?	24. ?	37. ?	50. ?	63. ?	76. ?	89. ?	102. ?	115. ?	128. ?	141. ?	154. ?	SO		
12. ?	25. ?	38. ?	51. ?	64. ?	77. ?	90. ?	103. ?	116. ?	129. ?	142. ?	155. ?	BO		
13. ?	26. ?	39. ?	52. ?	65. ?	78. ?	91. ?	104. ?	117. ?	130. ?	143. ?	156. ?	IM		

97

YOUR INTERESTS

Check (✓) the items you have done during the past year on your own.

____ 1. Collected rock, butterflies, match books, etc.

____ 2. Spent time with other people.

____ 3. Made some kind of art project.

____ 4. Wrote a poem.

____ 5. Spent time doing something alone because you wanted to.

____ 6. Drew a map.

____ 7. Experimented with a cooking project.

____ 8. Made a toy or game.

____ 9. Never stayed in the same place very long if you didn't have to.

____ 10. Painted a poster or picture.

____ 11. Spent time thinking about your life.

____ 12. Wrote a letter.

____ 13. Play-acted.

____ 14. Spent time outdoors.

____ 15. Photographed something.

____ 16. Went on a trip.

____ 17. Worked with numbers of some kind for fun.

____ 18. Solved a problem for someone else.

____ 19. Made an effort to make someone else happy.

____ 20. Used a chemistry set.

____ 21. Wrote a song.

____ 22. Did some kind of needle work.

____ 23. Babysat.

____ 24. Took care of a pet.

____ 25. Washed a car.

____ 26. Attended a science fair.

____ 27. Drew cartoons.

____ 28. Did something you wanted to do, even though your parents said no.

TEACHER INSTRUCTIONS

CAREER AREA INTEREST CHECKLIST

1. Explain importance of identifying one's interests.
2. Distribute one to each student.
3. Review instructions with students.
4. After inventory has been completed, go over results with students.
5. Keep a copy of results for future use by students.

RESOURCES: "Career Area Interests Checklist"
Appalachian Educational Laboratory, Inc.
Charleston, West Virginia, 25325

CAREER AREA

INTEREST

CHECKLIST

DIRECTIONS

The **Career Area Interest Checklist** can help you identify groups of occupations related to your interests. This can help you with your career exploration and educational planning. The Checklist contains a listing of work tasks. Read each task carefully. Think about how much you would like or dislike doing the task as part of a full-time job. Then select and circle the letter representing the response that best describes how you feel about the work task.

I would like the work task very much . . . . . *L*
I would like the work task . . . . . *l*
I would dislike the work task . . . . . *d*
I would dislike the work task very much . . . . . *D*

In the example below, the circled *L* response represents liking the work task very much.

Work Task	Response
Paint or sketch pictures of landscapes or other subjects	(L) *l d D*

The Checklist is not a test. There are no right or wrong answers. Each response represents how much you would like or dislike doing the work task. If you wish to change an answer, erase your first response. There is no time limit. Now, turn the page and begin with item 1 on page 2. Then continue on to page 3, responding to each of the work tasks.

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Charleston, West Virginia 25325

TEACHER INSTRUCTIONS

TAKE A LOOK AT YOURSELF

1. Explain the need to understand ourselves in order to make satisfying choices/decisions.

2. Discuss why people don't enjoy the same activities/T.V. shows, etc.

3. Distribute copies of the "Take A Look At Yourself" Sheet to each student.

4. Each student will complete the assignment sheet.

5. Upon completion, divide the class into small groups to compare answers. Instruct students that they do not have to share answers which may embarrass them.

6. Discuss the advantages of being different.

TAKE A LOOK AT YOURSELF

Directions: Discuss these questions with the members of your small group. After sharing possible answers with the other group members, write your answer on the sheet.

My name is _____

I like to be called _____

My age is _____

My favorite color is _____

My favorite food is _____

Some of my hobbies and interests are _____

_____

The best book I've ever read is _____

The best movie I've ever seen is _____

The best day of the week for me is _____

My favorite TV show is _____

My brand of toothpaste is _____

The "boss" in my family is _____

The kind of car I would like to drive is _____

My most prized thing I own is _____

My best friend is _____

The subject in school I dislike the most is _____

The sport I like to watch the most is _____

My favorite outfit to wear of all my clothes is _____

_____

My birthday is _____

My pets and their names are _____

Some of my heroes are _____

Take A Look at Yourself con't

I'd like to tell my best friend _____

People can hurt my feelings most by _____

What I want to do most in life is _____

People who know me well think I am _____

I have difficulty trying to deal with _____

In my life religious experiences are _____

One of the customs in my family is _____

Many people don't agree with me about _____

My ideas on love and marriage are _____

When I hear the word "drugs," I think about _____

I feel closest to someone when _____

I'm glad I'm no longer _____

Some things I often wonder about are _____

One of my most embarrassing moments was _____

The hardest decision I ever had to make was _____

_____

I wish _____

TEACHER INSTRUCTIONS

"I AM MY APTITUDE"

1. Explain what aptitude is. See top of page, "I Am My Aptitude".
2. Discuss why it is important for one to match his/her career to his/her aptitude.
3. Discuss the idea that we enjoy doing things we do well.
4. Explain that each person has different aptitudes.
5. Hand out the sheet, "I Am My Aptitude".
6. Instruct students to complete the check list.
7. Identify students with similar aptitudes.
8. Identify careers that will match the aptitude the student checks as good.
9. This would be a helpful exercise before giving Standardized Aptitude tests.

I AM MY APTITUDE

An aptitude is not something you study for. It is an ability or talent. One of the ways we are tested or judged is by our "APTITUDE."

Here is an aptitude list. Put an X for each aptitude in the column that you think applies - Poor, So-So, or Good.

	Poor	So-So	Good
1. Mechanical (can work with tools, machines, etc., to assemble, disassemble, or repair).	___	___	___
2. Musical (can perform or appreciate performers)	___	___	___
3. Personal (able to provide services, counsel, teach, or aid others).	___	___	___
4. Intellectual (can work with abstract ideas and systems of thought)	___	___	___
5. Athletic (can engage in individual or competitive physical activities; can handle my body well).	___	___	___
6. Administrative (can organize numbers, or people, or systems, or recordkeeping) . . .	___	___	___
7. Green thumb (can make things grow).	___	___	___
8. Persuasive (have ability to sell ideas or products)	___	___	___
9. Artistic (can create with words, pictures, wood, photos, etc.)	___	___	___
10. Spiritual (have desire to probe and share meanings of existence).	___	___	___
11. Homey (can work with children, or house, or foods, or furnishings)	___	___	___
12. Scientific (able to observe, study, experiment, put in order)	___	___	___
13. Other	___	___	___

"I Am My Aptitude" con't.

Patterns in Aptitudes

Below are three columns used on the previous page for assessing aptitudes. Under each heading write the names of the aptitudes you checked under this column. For example, if you checked "So-So" for Musical, list Musical under the "So-So" column.

POOR	SO-SO	GOOD

What patterns do you see in this?

Be prepared to discuss/compare your findings with your classmates. Don't expect yours to be exactly like your friends' answers. Remember, each individual is unique and is not supposed to be like everybody else.

ATTITUDE CHECKLIST

	Seldom	Sometimes	Usually
1. Cooperating with others.			
2. Helping others without being asked			
3. Listening to others without interrupting.			
4. Using tact to reply to others			
5. Agreeing or disagreeing with others without making negative remarks or being hostile.			
6. Sharing ideas freely with others.			
7. Expressing appreciation to others for their efforts.			
8. Perseverance - You maintain your duties and activities in spite of difficulties.			
9. Reliability - You can be depended upon with certainty or you are trustworthy			
10. Pride in work - You make an effort to see that you work is of high quality.			
11. Industriousness - You are hard working or diligent.			
12. Punctuality - You are prompt or you observe appointed or regular times.			
13. Are you willing to accept responsibility?			
14. Can you take responsibility for things you do or have done?			
15. Do you take constructive criticism without reacting negatively.			
16. Can you follow your own ideas or thoughts and not be swayed by others who are moving in the wrong direction?			
17. Are you able to diplomatically defend your ideas and rights?			

An Attitude Inventory

The purpose of this activity is to help you evaluate your own attitude toward other people and situations to see if you need to improve your attitude.

You read in Chapter 6 that the main reason young workers lose their jobs is because they don't get along well with others. In other words, they have a negative attitude. To see if your own attitude needs improvement, complete the attitude inventory that follows.

In the blank to the left of each statement below, write the number of what you believe is the most accurate answer according to the following scale.

5 = positively yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = positively no

After you have answered all the questions, total your score. Then rate your attitude according to the scale on the next page.

_____ 1. Do you make new friends easily?

_____ 2. Do you try hard not to be a complainer?

_____ 3. Are you careful never to interrupt when another person is speaking?

_____ 4. Can you be optimistic when others around you are depressed?

_____ 5. Do you try not to boast or brag?

_____ 6. Do you control your temper?

_____ 7. Are you genuinely interested in the other person's point of view?

_____ 8. Do you speak well of your employer?

_____ 9. Do you keep the same friends for years?

_____ 10. Do you feel well most of the time?

_____ 11. Do you refrain from swearing?

_____ 12. Do you keep promises?

_____ 13. Are you at ease with the opposite sex?

_____ 14. Do you try to be helpful to others?

_____ 15. Do you organize your work and keep up with it?

_____ 16. Do you get along well with your parents?

_____ 17. Do you readily admit your mistakes?

_____ 18. Can you be a leader without being bossy?

_____ 19. Is it easy for you to like nearly everyone?

_____ 20. Can you stick to a tiresome task without being constantly urged along?

_____ 21. Do you realize your weaknesses and attempt to correct them?

_____ 22. Can you take being teased?

BEST COPY AVAILABLE

_____ 23. Do you avoid feeling sorry for yourself?

_____ 24. Are you courteous to your fellow workers?

_____ 25. Are you usually well-groomed and neatly dressed?

_____ 26. Are you a good loser?

_____ 27. Do you enjoy a joke even when it is on you?

_____ 28. Do you like children?

_____ 29. Do you keep your own room in good order?

_____ 30. Are you aware of the rules of etiquette?

_____ 31. Are you tolerant of other people's beliefs?

_____ 32. Do you respect the opinions of your parents?

_____ 33. Do you know how to make introductions easily and correctly?

_____ 34. Do you avoid sulking when things do not go as you would like?

_____ 35. Are you a good listener?

_____ 36. Do you like to attend parties?

_____ 37. Are you the kind of friend you expect others to be?

_____ 38. Do you accept compliments or gifts graciously?

_____ 39. Can you disagree without being disagreeable?

_____ 40. Do you like to give parties?

_____ 41. Can you speak before a group without feeling self-conscious?

_____ 42. Are you usually on time for social engagements?

_____ 43. Do you drive carefully?

_____ 44. Do you generally speak well of other people?

_____ 45. Do you smile easily?

_____ 46. Can you take criticism without being resentful or feeling hurt?

_____ 47. Are you careful to pay back all loans, however small?

_____ 48. Does your voice usually sound cheerful?

_____ 49. Can you work well with those you dislike?

_____ 50. Do you contribute to the conversation at the family dinner table?

_____ 51. Do you try as hard to get along well with your family as with friends?

_____ 52. Do you like people who are much older than you?

_____ 53. Are you pleasant to others even when you feel displeased about something?

_____ 54. Do you show enthusiasm for the interests of others?

_____ 55. Are you free from prejudices?

Rating Your Attitude

250-275	You're too good to be true!	Below 150	You need to make a careful study of your attitude toward others. Try looking at yourself as others see you! Then you need to begin working toward improving your attitude.
200-249	Your attitude toward others is very good.		
150-199	Your attitude needs improvement.		

A. B. LEARNING STYLES INVENTORY

PART I - Choose only one answer for each question by blacking out either A or B.

1. When I remember something, I most often remember
   A. how it sounds. B. how it looks.

2. In my spare time I would rather
   A. make something using my hands. B. play a game which lets me move a lot.

3. I would remember more about a bird if
   A. someone told me about the bird. B. I drew a picture of the bird.

4. I would remember more about animals if I
   A. saw a movie about them. B. went to the zoo.

5. If I wanted to learn something in a class I would rather
   A. listen to a tape. B. use a typewriter or computer.

6. In my spare time I would rather
   A. draw a picture. B. read a book.

7. I learn best about how to do something if
   A. I read about how to do it. B. someone tells me how to do it.

8. I would remember more about an airplane if I had
   A. gone on a trip to see it. B. made a model of it.

9. The thing I remember best about a cat is
   A. how it's fur feels. B. the noise it makes.

10. I would rather
    A. ride a bike. B. read a magazine.

11. I can think better when
    A. I am walking. B. I am listening to music.

12. I can fix something better if I
    A. read directions first. B. take it apart first.

13. When I want to find out how to go somewhere I would rather
    A. look at a map. B. have someone tell me how to get there.

14. I would rather
    A. sit and listen to good music. B. dance when I hear good music.

15. I can understand something better if I
    A. do a project about it. B. read something about it.

16. When I am trying to learn something for a test I do better when
    A. I say it over and over again. B. I draw it or write it over and over again.

17. When studying about leaves I would remember them better if I
    A. took a walk and collected samples. B. drew pictures of them.

18. I would learn more about history if I
    A. saw a movie about it. B. played a game about it.

A = Auditory T = Tactile

V = Visual K = Kinesthetic

SCORES: A____ V____ T____ K____

PART II - Choose only one answer for each question.

1. In class, I prefer to
   A. read the lesson and then answer questions about it out loud.
   B. read the lesson and then write the answers to the questions.

---

2. I would rather
   A. give an oral book report.
   B. write a book report.

---

3. I feel like I seem smarter when
   A. I write about something.
   B. I talk about something.

---

4. If I really want someone to understand what I mean I would probably
   A. talk about it.
   B. write a note or letter about it.

---

5. For homework I would rather
   A. write a paper.
   B. read the lesson and then tell the class about it.

---

6. I learn best when I am
   A. by myself.
   B. with another person.
   C. in a small class (5 - 10 students).
   D. in a large class.

---

7. I usually learn new things better
   A. in the early morning.
   B. around noon.
   C. in the afternoon.
   D. in the evening.
   E. in the middle of the night.

---

8. The easiest way for me to learn something is by working
   A. in a quiet place.
   B. in a place with a little background noise.
   C. in a noisy place.

Questions 1-5 relate to written and verbal expression
Question 6 relates to group or individual.
Questions 7-8 relate to learning environment.

Written = W

Verbal = V

Group = G

Individual = I

W___ V___

G___ I___

The following sheets are score sheets for the student to score each of their responses to PART I. The student places each scoresheet over their paper, and counts the number of marks they see. This is their score for each area. The student then records their score in each area on the bottom of page 1.

LEARNING STYLES INVENTORY

AUDITORY

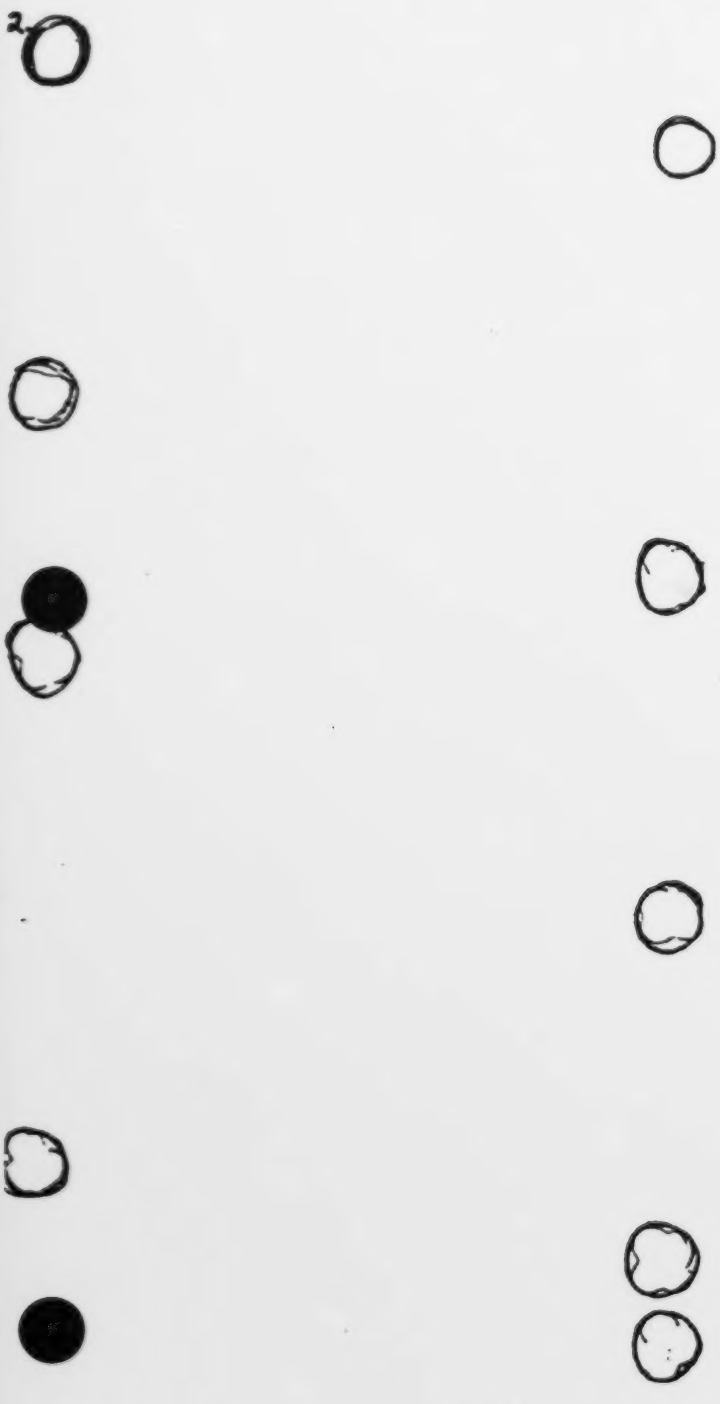
LEARNING STYLES INVENTORY

VISUAL

KINESTHETIC

LEARNING STYLES INVENTORY

TACTILE



LEARNING STYLES: THE WAY WE LEARN

Learning style is comprised of the conditions under which each person begins to concentrate on, absorb, process, and retain new or difficult information and skills. Every person has a learning style regardless of I. Q., educational level, or socioeconomic status. One's learning style can change over the years with maturation, but usually does not without personal motivation.

Students should be aware that a learning styles assessment is simply a quiz that helps them become aware of how they learn best. This knowledge can help them not only in class, but in any situation in which they are learning new material.

When discussing learning styles with the students, help them to become aware that everyone learns using all modalities, but that most of us have a predominance of one style by which we learn best. Some students will have scores that indicate they learn equally well through several ways.

The following information describes the styles that are measured in the A. B. Learning Styles Inventory.

AUDITORY PREFERENCE

Learns best by:
-tapes
-videotapes
-lectures
-discussions
-records
-radio
-stereo
-television

Precise oral directions should be exercised when giving assignments, setting tasks, reviewing progress or for any performance requiring understanding, evaluation and/or retention.

KINESTHETIC PREFERENCES

Learns best by:
-Participating in real and active experiences in planning and carrying out objectives.
-Field Trips
-Projects
-Acting
-Floor Games

Information should be introduced through "real life" activities such as a field trip or role playing.

TACTILE PREFERENCE

Learns best by:
-manipulatives or 3 dimensional materials
-actually working with the information being taught

Resources should be touchable and moveable as well as readable. These individuals should be allowed to plan, demonstrate, report and evaluate with models and other real objects. Encourage them to keep written or graphic records. Information should be introduced through activities such as interviewing, building, designing, baking, sewing, visiting, etc.

VISUAL PREFERENCE

Learns best by:

Pictures
-Filmstrips
-Films
-Graphs
-Single Concept Loops
-Transparencies
-Computer Monitors
-Diagrams
-Drawings
-Books
-Magazines

Resources utilizing reading and seeing are most successful with the visual learner, as well as programmed learning and written assignments and evaluations.

PREFERS LEARNING THROUGH SEVERAL WAYS

Opportunities for a variety of learning experiences can be utilized. However, styles for those students with a score of 4 (four) or lower should not be encouraged. If none of the styles are strong, a variety of multimedia and options should be used. Frequent and/or extensive change, however, should be kept to a minimum.

Vocational Learning Styles
RESPONSE SHEET 1

STUDY EACH STATEMENT CAREFULLY AND CHOOSE ONE OF THE 4 ANSWERS THAT BEST DESCRIBES HOW YOU FEEL ABOUT WHAT IS SAID. FILL IN THE SPACE CONTAINING THE NUMBER OF YOUR CHOICE.

1. When I am trying hard to learn or study something, I pace the floor..	4 3 2 1	1.
2. I remember what I learn by closing my eyes to recall it.....	4 3 2 1	2.
3. Taking notes in a notebook helps me learn best.....	4 3 2 1	3.
4. When learning information for the first time I read it aloud.....	4 3 2 1	4.
5. I like studying with one or more friends.....	4 3 2 1	5.
6. Studying alone is enjoyable to me.....	4 3 2 1	6.
7. I study better when sitting at a desk or table.....	4 3 2 1	7.
8. When I study, I like to sit in a soft chair, on pillows or on a couch....	4 3 2 1	8.
9. A well lit room helps me study better.....	4 3 2 1	9.
10. I learn best in a room that is dimly lit.....	4 3 2 1	10.
11. Studying in a warm, cozy room makes it easier for me to learn.....	4 3 2 1	11.
12. I feel more comfortable in cool weather.....	4 3 2 1	12.
13. Studying is best for me when it is quiet.....	4 3 2 1	13.
14. Noise helps me to study or concentrate.....	4 3 2 1	14.
15. Speaking helps me express my ideas better than writing.....	4 3 2 1	15.
16. It is easier for me to write what is on my mind than to speak it.....	4 3 2 1	16.
17. Working in jobs out-of-doors is enjoyable to me.....	4 3 2 1	17.
18. I prefer jobs requiring me to work indoors.....	4 3 2 1	18.
19. I like working on a job that requires me to work at a desk or table...	4 3 2 1	19.
20. Moving from one area to another to work is something I enjoy.....	4 3 2 1	20.
21. I enjoy lifting and moving items on my job.....	4 3 2 1	21.
22. Lifting or moving things on my job is not what I like to do.....	4 3 2 1	22.
23. Looking up information in a library is enjoyable to me.....	4 3 2 1	23.
24. I enjoy working with people more than working with data.....	4 3 2 1	24.
25. I prefer working with things rather than with people.....	4 3 2 1	25.
26. Tapping my foot or fingers helps me to study or learn.....	4 3 2 1	26.
27. When I read materials, important facts are easy to remember.....	4 3 2 1	27.
28. Using an outline helps me study.....	4 3 2 1	28.
29. I learn best through class discussions and lectures.....	4 3 2 1	29.
30. The things I do best I do with my friends.....	4 3 2 1	30.
31. The things I do best I do alone, without my friends.....	4 3 2 1	31.
32. When I study, I like to sit in a straight chair.....	4 3 2 1	32.
33. I learn best when I am sitting on the floor in a relaxed area.....	4 3 2 1	33.
34. A well-lit area helps me think more clearly.....	4 3 2 1	34.
35. I like to study in a dimly-lit area.....	4 3 2 1	35.
36. I can think or concentrate better when I am warm.....	4 3 2 1	36.
37. When I am cool, I think more clearly.....	4 3 2 1	37.
38. Noise keeps me from thinking or concentrating on my work.....	4 3 2 1	38.

Vocational Learning Styles
REPSONSE SHEET 2

STUDY EACH STATEMENT CAREFULLY AND CHOOSE ONE OF THE 4 ANSWERS THAT BEST DESCRIBES HOW YOU FEEL ABOUT WHAT IS SAID. FILL IN THE SPACE CONTAINING THE NUMBER OF YOUR CHOICE.

39. Before studying new information, I turn on the radio or television....	4 3 2 1	39.
40. I enjoy being called upon to explain answers or situations.....	4 3 2 1	40.
41. I express myself better in writing than in speaking.....	4 3 2 1	41.
42. Working out-of-doors relaxes me.....	4 3 2 1	42.
43. Working indoors relaxes me.....	4 3 2 1	43.
44. I enjoy working in one area.....	4 3 2 1	44.
45. Working in one area for a long period of time bothers me.....	4 3 2 1	45.
46. Lifting and moving things helps me show others how strong I am.....	4 3 2 1	46.
47. I seek jobs that do not require me to lift or move objects.....	4 3 2 1	47.
48. Working with facts or figures is enjoyable to me.....	4 3 2 1	48.
49. I would rather work with people than with things, facts or figures..	4 3 2 1	49.
50. I would rather work with things than with people, facts or figures..	4 3 2 1	50.
51. When I can relate to something I have done, I understand it better....	4 3 2 1	51.
52. I enjoy reading.....	4 3 2 1	52.
53. When I read, I remember best when I underline the important facts..	4 3 2 1	53.
54. To remember important facts, I need only to listen carefully.....	4 3 2 1	54.
55. I like my friends to assist me in completing my assignments.....	4 3 2 1	55.
56. Studying is something I like to do by myself.....	4 3 2 1	56.
57. I like to have all my materials handy when I study.....	4 3 2 1	57.
58. When sitting on my bed, I study or learn new information better.....	4 3 2 1	58.
59. Bright lights help me think better.....	4 3 2 1	59.
60. Dim lights help me think better.....	4 3 2 1	60.
61. Being in a warm area helps keep me alert.....	4 3 2 1	61.
62. Cool surroundings help me stay alert.....	4 3 2 1	62.
63. Loud or soft noises bother me when I am trying to study.....	4 3 2 1	63.
64. I study best in a noisy area.....	4 3 2 1	64.
65. I would rather call a friend on a telephone than write a letter.....	4 3 2 1	65.
66. When I want to express my ideas, I jot them down first.....	4 3 2 1	66.
67. If I could choose my job setting it would be out-of-doors.....	4 3 2 1	67.
68. If I could choose my job setting it would be indoors.....	4 3 2 1	68.
69. I would rather work in one area than moving to different areas.....	4 3 2 1	69.
70. I would rather have different work areas than just one work area.....	4 3 2 1	70.
71. Moving or arranging things is something I seek in a job.....	4 3 2 1	71.
72. Letting others know how strong I am on a job is not important.....	4 3 2 1	72.
73. I seek jobs that require me to work with facts or figures.....	4 3 2 1	73.
74. Working with people is something I seek in a job.....	4 3 2 1	74.
75. Something I seek in a job is working with things.....	4 3 2 1	75.

Vocational Learning Styles
HAND SCORING

1. The numbers listed under each of the nine construct areas designate the statements on the instrument which measure that particular style. For example, statements 1, 26, and 51 all measure the kinesthetic style of learning.
2. To determine the score for each style look at the worksheet below and do the following:
   a. Look up the response given for each statement and write it in the right hand column. b. Total the numbers. c. Multiply the sum of the numbers by 2.This determines the score. Example:

KINESTHETIC
1. 3
26. 4 Suppose these are the responses given on the Inventory.
51. 3
10 x 2= 20 20 is the score for KINESTHETIC.

3. Figure the score for each of the 25 areas. If the score is 19 thru 24, the style is considered to be a major learning style for the student. From 12 thru 18 is a minor learning style for the student. A score below 12 indicates the student uses this style to a negligible extent.
4. After computing each score, the scores may be graphed on the Profile sheet on page 13.

NAME	LEARNING STYLES WORKSHEET			DATE
Kinesthetic: 1- 26- 51- Total____x 2 = ____	Individual: 6- 31- 56- Total____ x 2 = ____	Warm Environment: 11- 36- 61- Total____ x 2 = ____	Written Expressive: 16- 41- 66- Total ____ x 2 = ____	Lifting: 21- 46- 71- Total ____ x 2 = ____
Visual: 2- 27- 52- Total____ x 2 = ____	Formal Design: 7- 32- 57- Total____ x 2 = ____	Cool Environment: 12- 37- 62- Total____ x 2 = ____	Outdoors: 17- 42- 67- Total ____ x 2 = ____	Non-lifting: 22- 47- 72- Total ____ x 2 = ____
Tactile: 3- 28- 53- Total____ x 2 = ____	Informal Design: 8- 33- 58- Total____ x 2 = ____	Without Sound: 13- 38- 63- Total____ x 2 = ____	Indoors: 18- 43- 68- Total ____ x 2 = ____	Data: 23- 48- 73- Total ____ x 2 = ____
Auditory: 4- 29- 54- Total____x 2 =____	Bright Light: 9- 34- 59- Total____ x 2 = ____	With Sound: 14- 39- 64- Total____ x 2 = ____	Sedentary: 19- 44- 69- Total ____ x 2 = ____	People: 24- 49- 74- Total ____ x 2 = ____
Group: 5- 30- 55- Total____x 2 =____	Dim Light: 10- 35- 60- Total____ x 2 = ____	Oral Expressive: 15- 40- 65- Total ____ x 2 = ____	Nonsedentary: 20- 45- 70- Total ____ x 2 = ____	Things: 25- 50- 75- Total ____ x 2 = ____

Vocational Learning Styles

DESCRIPTION

Elements Measured

The Vocational Learning Styles was developed to assess learning styles and preferred working conditions. The Inventory consists of 75 statements involving Physical, Social, Environmental, Mode of Expressions and Work Characteristic domains. Individuals respond to each statement as it best describes them. A numerical rating scale ranging from "Most Like Me" to "Least Like Me" is used.

The Vocational Learning Styles is divided into five major domains:

1. Physical Domain-Individuals absorb and retain new and difficult information through perceptual strengths. Perceptual elements measured are kinesthetic, visual, tactile and auditory.

2. Social Domain-Individuals prefer to study or learn alone or in a group of friends/ peers. Social elements measured are Individual and Group.

3. Environmental Domain-Individuals prefer to study or learn under different types of environmental conditions. Environmental elements measured are design, light, sound, and temperature.

4. Mode of Expression Domain-Individuals express ideas and thoughts in two forms- verbal and written. Modes of expressions elements measured are oral and expressive.

5. Work Characteristics Domain-Individuals prefer to work under various working conditions. Work elements measured are outdoors/indoors, sedentary/nonsedentary, lifting/nonlifting, people, data, and things.

Style Usage

Style usage is defined as follows:
1. MAJOR: An individual prefers to learn in this manner and under these conditions. He/she feels comfortable with this and finds it necessary for important learning. An individual does not necessarily have only one preferred style or condition.
2. MINOR: The individual uses or desires this condition, but normally as a second choice or in conjunction with other styles and conditions.
3. NEGLIGIBLE: The individual does not prefer or feel comfortable with this if other choices are available.

Description of Styles and Conditions

The following are descriptions of learning styles and conditions which can be found in every learner to a major, minor or negligible extent. The Vocational Learning Styles instrument is a tool which facilitates the evaluation of these elements. Each of the 25 different elements are described below:

1. Physical Domain

A. KINESTHETIC: Kinesthetic individuals prefer to learn through active involvement. Walking back and forth while reading or reciting enhances their learning processes. Relating what is to be learned to real life experiences, role playing, field trips and class projects all make learning more meaningful to this individual.

B. VISUAL: Visual learners profit best by seeing and observing what is to be learned. This individual may write words down that are given to him/her orally in order to learn by seeing them on paper. Books, videos, transparencies, illustrations, graphs and charts appeal to the modalities of the visual individual.

C. TACTILE: Tactile learners prefer to learn through handling, touching and working with what is to be learned. Hands-on activities are necessary to keep this individual's interest and attention. Drawing, writing and making things that relate to his/her studies will enhance the learning process.

D. AUDITORY: Auditory learners perform best when hearing words or numbers spoken. This person may vocalize or move lips as he/she reads, particularly when striving to understand new material. Tapes, discussions, lectures and oral directions benefit the needs of this type of learner.

2. Social Domain

A. SOCIAL INDIVIDUAL: Individual learners get more work done alone. Socializing should be restricted to non-learning situations. Group work may cause the individual learner to become irritable and distracted. This person should do important learning in a library, in the back or in the corner of a room.

B. SOCIAL GROUP: Group learners learn best by interacting with others and may not get much work done alone. This individual values others' opinions and preferences. Group interaction increases his/her learning and later recognition of facts. Group work should be encouraged as much as possible to maintain interest and attention.

Description of Styles and Conditions

3. Environmental Domain

A. FORMAL DESIGN: A formal learning environment such as straight chairs, tables, and desks help this individual learn best.

B. INFORMAL DESIGN: An informal learning environment with pillows, a soft chair or couch help this individual learn best.

C. BRIGHT LIGHTS: Bright lights are beneficial to this individual's learning processes.

D. DIM LIGHTS: Dim lights are beneficial to this individual's learning processes.

E. COOL TEMPERATURE: Cool temperatures enhance this person's ability to think.

F. WARM TEMPERATURE: Warm temperatures enhance this persons ability to think.

G. SOUND (WITH): A learning environment with some noise such as a radio, TV, or machinery is preferred by this individual.

H. SOUND (WITHOUT): A learning environment without noise is preferred by this individual.

4. Mode of Expression Domain

A. ORAL EXPRESSIVE: An oral expressive learner prefers to say what he/she knows. This person should be allowed to give oral reports instead of written ones. Reports made on tapes can allow this person to express themselves and save class time.

B. WRITTEN EXPRESSIVE: The written expressive learner organizes his/her thoughts better on paper than orally. This individual should be allowed to write reports, keep notebooks and journals for credit, and take written tests for evaluation. Oral exchanges should be under nonpressured conditions, perhaps in a one-to-one conference.

5. Work Characteristics Domain

A. OUTDOORS: Working outdoors is a preference of this person.

B. INDOORS: Working indoors is a preference of this person.

Description of Styles and Conditions

C. SEDENTARY: Working in one location, usually sitting, is preferred by this individual.

D. NON-SEDENTARY: Moving and working in different positions and places is preferred by this individual.

E. LIFTING: This person would like to lift and move objects in a job setting.

F. NON-LIFTING: This person likes job settings that do not require lifting or moving objects.

G. DATA: Job settings that require working with facts and figures is preferred.

H. PEOPLE: Job settings that require working with people is preferred.

I. THINGS: Job settings that require working with tools, equipment, or machinery is preferred.

From the Center for Innovative Teaching Experiences

C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P., Allbright, L., Randol, P.
Wichita Public Schools
Murdock Teacher Center

	Most Like Me			Least Like Me
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. Written assignments are easy for me to do.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1

17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1

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35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument

Score Sheet

Visual Language

5 – _____

13 – _____

21 – _____

29 – _____

37 – _____

Total ____ x 2 = ____ (Score)

Social-Individual

4 – _____

12 – _____

20 – _____

28 – _____

45 – _____

Total ____ x 2 = ____ (Score)

Auditory Numerical

7 – _____

15 – _____

23 – _____

31 – _____

39 – _____

Total ____ x 2 = ____ (Score)

Visual Numerical

9 – _____

17 – _____

25 – _____

33 – _____

41 – _____

Total ____ x 2 = ____ (Score)

Social-Group

8 – _____

16 – _____

24 – _____

32 – _____

40 – _____

Total ____ x 2 = ____ (Score)

Kinesthetic-Tactile

1 – _____

18 – _____

26 – _____

34 – _____

42 – _____

Total ____ x 2 = ____ (Score)

Auditory Language

3 – _____

11 – _____

19 – _____

36 – _____

44 – _____

Total ____ x 2 = ____ (Score)

Expressiveness-Oral

6 – _____

14 – _____

22 – _____

30 – _____

38 – _____

Total ____ x 2 = ____ (Score)

Expressiveness-Written

2 – _____

10 – _____

27 – _____

35 – _____

43 – _____

Total ____ x 2 = ____ (Score)

Score: 33 - 40 = Major Learning Style

20 - 32 = Minor Learning Style

5 - 20 = Negligible Use

Choices or Challenges Values Survey

Directions:

1. Define values.
2. Discuss values on pages 98-99.
3. Distribute copy of values survey to each students.
4. Students complete survey choosing answers which best reflect their values.
5. Students score their answers on sheet provided. (page 97)
6. Students read values descriptions on pages 98-99 in textbook.
7. Students explain how their answers in the score sheet reflect their career values.
8. Students relate values to specific careers which reflect those values.
9. Students complete values quiz on page 100.

SCORING YOUR VALUES

Directions: The ten values are shown. Write the number (no.) you circled on the blank line next to the statement number (no.). Total the numbers in each column.

Fame Statement No.	No.
6	
16	
18	
32	
44	
57	
65	
71	
84	
92	
Total	

Money Statement No.	No.
7	
21	
29	
40	
48	
60	
68	
76	
89	
97	
Total	

Power Statement No.	No.
9	
14	
25	
39	
47	
61	
70	
75	
85	
93	
Total	

Religion Statement No.	No.
2	
12	
24	
34	
41	
53	
63	
72	
82	
91	
Total	

Humanism Statement No.	No.
5	
13	
17	
31	
42	
58	
64	
77	
87	
100	
Total	

Family Statement No.	No.
8	
11	
27	
35	
43	
59	
67	
78	
83	
95	
Total	

Health Statement No.	No.
1	
19	
26	
33	
50	
55	
69	
79	
86	
99	
Total	

Aesthetic Statement No.	No.
3	
15	
28	
36	
49	
52	
66	
80	
94	
98	
Total	

Creative Statement No.	No.
10	
20	
23	
37	
45	
56	
62	
73	
88	
96	
Total	

Social Statement No.	No.
4	
22	
30	
38	
46	
51	
54	
74	
81	
90	
Total	

WORDS TO EXPRESS VALUES

Values Vocabulary

Below are definitions of words as they are used to express ideas that are important to people. There are many other words that can be used to express values which concern all of life. Others are related directly to work.

Read each word and definition carefully.

CREATIVE -	Being inventive, productive, using original ideas. Usually expressed through music, art or solving problems in original ways.
AESTHETICS -	Appreciation of things which are beautiful rather then just being useful.
EARLY ENTRY -	Occupations which you can enter with little education (school) or training after high school.
FAME -	Being very well-known; having much said or written about one. Notorious, celebrity and/or renown.
FAMILY -	Enjoying home life, familiar conditions a primary concern.
FREEDOM -	Liberty to behave in an independent manner.
HEALTH -	Being well. Free from sickness of body and mind.
HELPING OTHERS -	Devoting life to work directly helping people improve their health, education, or welfare.
HIGH ACHIEVEMENT -	Advanced accomplishments. Working very hard to attain recognition or materials goods.
HIGH INCOME -	Some income (enough for survival) is essential for everyone. High income means money to use as you wish after you have paid your basic living expenses.
INDEPENDENCE -	Freedom to make your own decisions. To work without supervision or directions from others.
JOB SECURITY -	Free from fear of losing your job and income. You will have tenure--that is, you cannot be fired very easily. Your occupation is not likely to be wiped out by automation or other technological changes.
LEADERSHIP -	Guiding others; telling them what to do; being responsible for their performance. People who weigh leadership highly usually want power to control events.

Words to Express Values con't
Values Vocabulary

LEISURE -	Leisure may include short hours, long vacations, or the chance to choose your own time off. To give high value to leisure is like saying "the satisfactions I get off the job are so important to me that work must not interfere with them."
LEISURE WORK -	Activity undertaken for pleasure and for the benefit of you or society during your leisure time. Often unpaid work - volunteer.
MANKIND -	Thoughts or actions concerned with human interests. Great concern for people.
MONEY -	Represents wealth and riches.
POSSESSIONS -	Things which people own.
POWER -	Control, authority, influence to command or sway others.
PRESTIGE -	Standing or esteem in the eyes of people. Something is prestigious if others think highly of it.
RELIGION -	Respect for what is sacred. Spending time and/or money to promote religious matters.
RESPONSIBILITY -	Thinking and acting reasonable. Accepting results of actions. Being trustworthy and reliable.
SECURITY -	Feeling protected and safe. Freedom from doubt to exposure to threat.
SOCIAL -	Interest in human beings and their relationships to each other; companionship or friendliness.
VALUES -	Personal values represent what is important to you in life. Work values represent what is important to you in work. It is important that you learn to relate your personal values to your work values. Tnis will enable you to express your values through your work.
VARIETY -	The opposite of routine and repetition. If you value variety high, you probably like novelty and surprise, and enjoy facing new problems, events, places, and people.
WAGES -	Money or other rewards paid for work.
WORK -	Purposeful activity. Work produces something of value for the worker and/or other people.

IDENTIFY YOUR VALUES

Information: Upon completion of this activity, you will be able to list some of the things that are important to you.

This profile is confidential. You do not need to share this information with anyone, unless you choose to do so.

Directions: Number from 1-100 on a clean sheet of paper.
Write down the number that tells how strongly you feel about each statement.
Be Honest. There are no right or wrong answers. Take your time and think about each question.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I have a checkup by my doctor every year.	10	7	5	3	0
2. I will take my children to religious services often.	10	7	5	3	0
3. I like to go to music concerts.	10	7	5	3	0
4. I like to have a lot of friends.	10	7	5	3	0
5. I give to charities.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by time I am 50 years olds.	10	7	5	3	0
8. I would rather spend time at home with my family than go out with friends.	10	7	5	3	0
9. I like deciding things for people.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	MOstly False	Definitely False
10.	If I had the talen, I would like to write songs.	10	7	5	3	0
11.	I have a close relationship with my mother or father.	10	7	5	3	0
12.	I have taught a religious class or been active in my religion.	10	7	5	3	0
13.	I like to help students who need help with their studies.	10	7	5	3	0
14.	For the same pay, I would rather be boss than just another worker.	10	7	5	3	0
15.	I love beautiful things.	10	7	5	3	0
16.	If I had the talent, I would like to appear regularly on TV.	10	7	5	3	0
17.	I would like to counsel people and help them with their problems.	10	7	5	3	0
18.	I would like to have friends who are movie stars or other famous people.	10	7	5	3	0
19.	I have a dental checkup at least once a year.	10	7	5	3	0
20.	I like to write short stories.	10	7	5	3	0
21.	I would rather work to earn money than go on a vacation.	10	7	5	3	0
22.	I like to go to parties.	10	7	5	3	0
23.	It would be fun to write a play for TV.	10	7	5	3	0
24.	I believe in a god who answers prayers.	10	7	5	3	0
25.	I would rather be an officer than just a club member.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly True	Definitely False
26.	I would spend my last $100 for needed dental work rather than on a vacation.	10	7	5	3	0
27.	I like to give presents to my family.	10	7	5	3	0
28.	I would rather teach poetry than math.	10	7	5	3	0
29.	I often daydream about things I would like to have if I had the money.	10	7	5	3	0
30.	I like to give parties.	10	7	5	3	0
31.	I am willing to write letters for old or sick people.	10	7	5	3	0
32.	It would be fun to act in movies or TV.	10	7	5	3	0
33.	When I am ill, I see or call a doctor.	10	7	5	3	0
34.	I give time or money to my religion.	10	7	5	3	0
35.	I like to discuss things at the family dinner table.	10	7	5	3	0
36.	I like to go to art museums.	10	7	5	3	0
37.	I like to write poems.	10	7	5	3	0
38.	I like to be with other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to decide what we will do.	10	7	5	3	0
40.	Someday, I would like to live in a big, expensive house.	10	7	5	3	0
41.	I pray about my problems.	10	7	5	3	0
42.	If I knew a family that had no food for Christmas dinner, I would help them get it.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly True	Definitely False
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (newspapers).	10	7	5	3	0
45.	I would rather take a class in art than a class in math.	10	7	5	3	0
46.	I do not like to spend evenings alone.	10	7	5	3	0
47.	For the same pay, I would rather be a school principal than a teacher.	10	7	5	3	0
48.	I like expensive things.	10	7	5	3	0
49.	I can tell the diffrence between a good painting and a bad one.	10	7	5	3	0
50	If I often had bad headaches, I would see a doctor even if aspirin seemed to help.	10	7	5	3	0
51.	I have some very close friends.	10	7	5	3	0
52.	I will have my children take music lessons.	10	7	5	3	0
53.	I believe that grace should be said before meals.	10	7	5	3	0
54.	I sometimes miss sleep to visit with late company.	10	7	5	3	0
55.	I usually sleep at least eight hours each night.	10	7	5	3	0
56.	I like to make things.	10	7	5	3	0
57.	I would like to be looked up for my achievements.	10	7	5	3	0
58.	I would feel satisfaction from nursing a sick person back to health.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
59.	I care what my parents think of the things I do.	10	7	5	3	0
60.	I daydream about making a lot of money.	10	7	5	3	0
61.	I like to be in charge at meetings.	10	7	5	3	0
62.	I like to come up with new ideas.	10	7	5	3	0
63.	I believe there is life after death.	10	7	5	3	0
64.	I would accept a person of another race as a neighbor.	10	7	5	3	0
65.	If I worked in TV, I would rather act than write the lines.	10	7	5	3	0
66.	I like decorating my room at home.	10	7	5	3	0
67.	I like to picnic with my family.	10	7	5	3	0
68.	As an adult, I want to earn more money than the average worker.	10	7	5	3	0
69.	I eat a balanced diet each day.	10	7	5	3	0
70.	I help other students decide which classes to take.	10	7	5	3	0
71.	I would like to be famous.	10	7	5	3	0
72.	I read religious writing often.	10	7	5	3	0
73.	If I were in the clothing business, I would like designing new styles.	10	7	5	3	0
74.	I like to go out in the evening with a group of friends.	10	7	5	3	0
75.	When I am with a group of people, I like to be the one in charge.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
76.	I do not like to depend on others for food, clothes, and money.	10	7	5	3	0
77.	When a friend is in trouble, I feel I must help.	10	7	5	3	0
78.	I love my parents.	10	7	5	3	0
79.	I eat three meals a day.	10	7	5	3	0
80.	I have some good records.	10	7	5	3	0
81.	I have a friend I talk with about personal things.	10	7	5	3	0
82.	I believe that people were created to look like the creator.	10	7	5	3	0
83.	I like to buy clothes for my family.	10	7	5	3	0
84.	I like to have people recognize me wherever I go.	10	7	5	3	0
85.	I like to plan things for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things that help others.	10	7	5	3	0
88.	Someday I would like to write a book.	10	7	5	3	0
89.	I would put up with bad living conditions to work at a job with high pay.	10	7	5	3	0
90.	I belong to a club or social group.	10	7	5	3	0
91.	If I ask, my sins will be forgiven.	10	7	5	3	0
92.	I would like to have my picture in the school yearbook in more than one place.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
93.	I often plan group activities.	10	7	5	3	0
94.	When I see a new building, I think about its beauty as much as its use.	10	7	5	3	0
95.	I respect my mother and father.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like are quite expensive.	10	7	5	3	0
98.	I like classical music.	10	7	5	3	0
99.	I do not use harmful drugs because of what they might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

Your Work Values

You value your values — what's important to you. Your values will help you to decide what career you would like to follow.

Below are some values related to work that people hold. Some of these values will be more important to you than others. Use the rating scale below to show how important each value is to you. Put a check in one of these columns: *Very Important, Somewhat Important,* or *Not Important.* Complete the summary at the end.

Values	Very Important	Somewhat Important	Not Important
High pay	_____	_____	_____
Job security/steady job	_____	_____	_____
Independence	_____	_____	_____
Quiet/peaceful atmosphere	_____	_____	_____
Leading/directing others	_____	_____	_____
Being outdoors	_____	_____	_____
Having attractive surroundings	_____	_____	_____
Following what others say	_____	_____	_____
Being challenged to think	_____	_____	_____
Traveling	_____	_____	_____
Creativity/using new ideas	_____	_____	_____
Doing different things/continual change	_____	_____	_____
Having a regular routine	_____	_____	_____
Influencing others	_____	_____	_____
Helping others	_____	_____	_____
Making my own decisions	_____	_____	_____
Making changes in society	_____	_____	_____
Feeling important/recognized	_____	_____	_____
Moving frequently	_____	_____	_____
Staying where I was raised	_____	_____	_____
Working by myself/with few people	_____	_____	_____
Coming into contact with a lot of different people	_____	_____	_____
Working in a pressure job	_____	_____	_____

WHAT COMES FIRST FOR YOU?

Directions: Each one of you will do the activity alone. You each have $100 that is magic. It will buy you all kinds of things. Decide which items are most important to you. Then write down how much you will spend. The more you pay for an item the more important it is to you. Which item do you not want at all?

_____ 1. A good job that pays well.
_____ 2. A strong religious faith.
_____ 3. A beautiful house.
_____ 4. Many good friends.
_____ 5. A good brain.
_____ 6. Excellent health.
_____ 7. A happy family.
_____ 8. A clean environment.
_____ 9. To be famous.
_____ 10. To be a good athlete.
_____ 11. To be popular.
_____ 12. To be handsome/beautiful.
_____ 13. A car which all your friends admire.
_____ 14. Tickets to see five of your favorite groups.
_____ 15. A trip around the world.
_____ 16. No discrimination in the world.
_____ 17. To be able to do exactly what you want to do.
_____ 18. Peace in the world.
_____ 19. Rich relatives.
_____ 20. All the clothes you want.

Directions: Now, compare items you bought and amounts you spent with your friend. On which did you agree? On which did you disagree?

What Do You Want from Work?

The following list of work characteristics gives you a start at understanding the many issues involved in making a career decision.

Checklist of Work Characteristics[1]

Begin by reading through the entire list to understand each of the issues listed. Then go over the list again. This time, consider how important each is to you. Use the following scale to rate each item.

1—*Not important at all*
2—*Not very important*
3—*Somewhat important*
4—*Very important*

____	Help Society	Contribute to the betterment of the world I live in.
____	Help Others	Help other people directly, either individually or in small groups.
____	Public Contact	Have a lot of day-to-day contact with people.
____	Work with Others	Have a close working relationship with a group. Work as a team member toward common goals.
____	Affiliation	Be recognized as a member of an organization whose type of work or status is important to me.
____	Friendship	Develop close personal relationships with co-workers.
____	Competition	Pit my abilities against others in events where there are clear outcomes.
____	Make Decisions	Have the power to set policy and determine a course of action.
____	Work under Pressure	Work in a situation in which deadlines and high-quality work are required by my supervisor.
____	Power and Authority	Control other people's work activities.
____	Influence People	Be in a position to change others' attitudes and opinions.

YOUR PROFILE INTERPRETATION

Information: High and Low Scores. A score may be high or low if it falls above or below these ranges. (Fifty percent or half of all scores fall within these ranges.)

Fame	52-76	Family	66-84
Money	61-79	Health	57-78
Power	39-57	Aesthetics	52-72
Religion	49-80	Creative	47-71
Humanism	65-81	Social	68-86

Very High and Low Scores. A score may be very high or low if it falls above or below these ranges. (Eighty percent of all scores fall with in these ranges.)

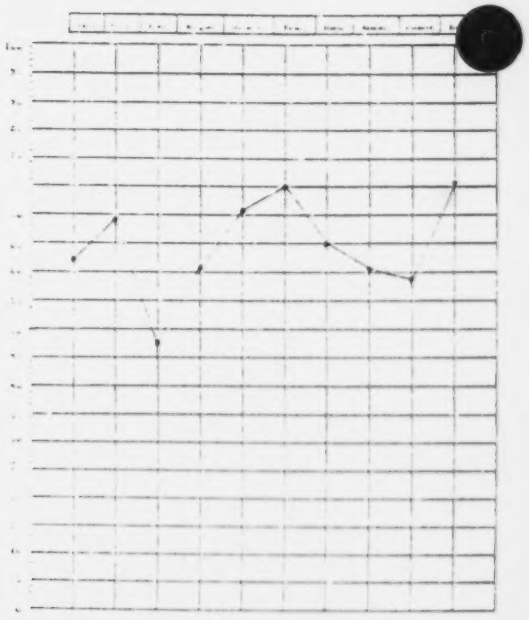
Fame	41-80	Family	57-90
Money	50-86	Health	42-85
Power	28-67	Aesthetics	45-80
Religion	33-92	Creative	36-82
Humanism	59-89	Social	59-93

Directions: On a sheet of paper list the ten values and your total score. Using the chart above, decide if your score is high or low.

Example:

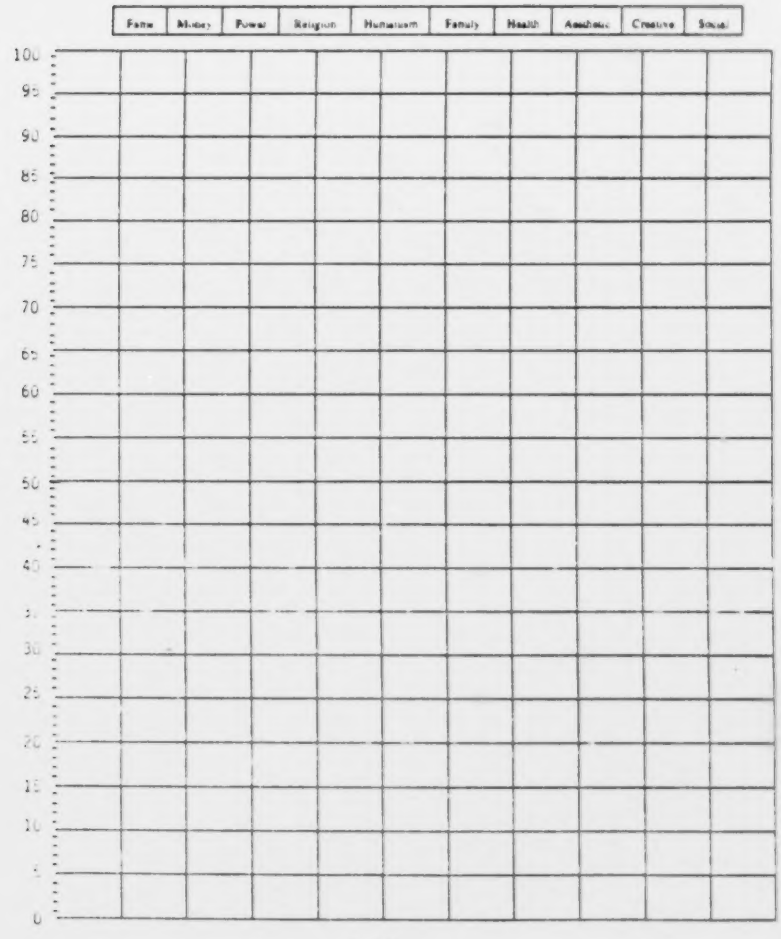
	Values	Your Score	High/Low
1.	Fame	75	High

EXAMPLE:



PROFILE

Directions: Make a profile of your values. A profile is a graph. Plot your profile by using the total for each of your values on the previous pages (questions 1-100). Draw your graph in the same way as the one shown in the example.



VALUES SURVEY

Check the column that most closely matches your feelings.

	A Very True	B Sometimes True	C Not Sure	D Not True
1. I would rather have a large expensive house than own a work of art.				
2. I like to go places with my friends.				
3. I'd really like to travel to far away places.				
4. I think music and art should be required in our schools.				
5. It is important that my family does things together.				
6. I like to make things.				
7. I would rather be president of a club than just a member.				
8. I'd like people to know that I've done something well.				
9. I like to read books that help me understand people.				
10. If I had talent, I'd like to be on TV.				
11. Having an expensive car is something I'd really like.				
12. If I could, I'd like to make a movie that would make people aware of injustice, and would improve the conditions it described.				
13. I'd rather be rich than married.				
14. I like writing stories, plays, or poetry.				
15. I like to try things I've never done before.				
16. I enjoy doing different things.				
17. It is important to be proud of what I do.				
18. If my friends want to do something that I think is wrong. I will not do it.				
19. I'd like to accomplish something in life that will be well known.				
20. A strong family unit is essential to me.				
21. I would disobey a boss who asked me to do something against my principles, even if it meant being fired.				
22. It is important for me to have a good understanding of history.				
23. If I could, I'd like to be president.				
24. It would be fun to climb mountains.				
25. It is very important for me to live in beautiful surroundings.				
26. I like to go to parties.				
27. It is important to have very good friends.				
28. I would rather make gifts than buy them.				
29. I am very close to my mother.				
30. I like to attend lectures from which I can learn something.				
31. It is more important to stick to my beliefs than to make money.				
32. I would rather make less money at a job I know would last than take a chance with a job than might not last but pays more.				
33. I would like a lot of expensive possessions.				
34. I would rather be free to move around than be tied down by a family.				
35. I like to feel that I am in charge in a group.				

	A Very True	B Sometimes True	C Not Sure	D Not True
36. It is important to have an appreciation for art or music.				
37. I like to write.				
38. I'd look forward to taking a job in a city I had never visited before.				
39. Having children is important to me.				
40. I'd like to understand the way a TV works.				
41. I'd like to be able to decide what and how much work I will do during a day.				
42. I'd like to do something than helps people.				
43. I'd like to be famous.				
44. I'd rather be a judge than a lawyer.				
45. I do not think I'd like adventurous vacations.				
46. I would like to have works of art in my home.				
47. I would like a job that gives me plenty of free time to spend with my family.				
48. I could not be happy with a job in which I did not feel good about myself.				
49. I get very nervous when I'm forced to take chances.				
50. I would rather be a boss than a worker.				
51. It is important to share activities with friends.				
52. If I knew how, I would make my own clothes.				
53. I would rather not have to answer to a boss.				
54. Gaining knowledge is important to me.				
55. I'd rather work for a well-established company than a new company that hasn't established itself.				
56. Money can't buy happiness, but it helps.				
57. Being rich would be the best thing about being a movie star.				
58. Being famous would be the best thing about being a movie star.				
59. The best thing about being a movie star is that I'd be doing something creative.				
60. I like to be able to make my own decisions.				
61. Getting to travel would be the best thing about being a movie star.				
62. I'd like to nurse people back to health.				
63. I would like helping tutor people.				
64. I feel more comfortable in places I've seen before than in new places.				
65. I'd like to work at a job in which I help people.				
66. I enjoy spending an evening with my family.				
67. I'd rather work at a job that is not very interesting, but pays a lot, than one that is interesting, but pays little.				
68. I would like to write a book that would help people.				
69. I want to be able to travel if the opportunity arises.				
70. If I had the talent, I'd like to be a famous rock star.				
71. I like reading to gain insight into human behavior.				

	A	B	C	D
	Very True	Sometimes True	Not Sure	Not True
72. It is important to share your life with someone.				
73. If you don't take chances, you'll never get anywhere, and like to take chances.				
74. I'd rather be a leader than a follower.				
75. The world would be a terrible place without beautiful things.				
76. It is important to try to learn something new every day.				
77. I would feel I was doing something worthwhile if I helped a friend with her problems.				
78. I especially like things I make myself.				
79. A close family is important to me.				
80. I think it is important to donate to the needy.				
81. I enjoy looking at beautiful scenery.				
82. The best thing about winning a gold medal at the Olympics would be the recognition.				
83. I like to go on hikes (or bike rides) with my friends.				
84. I have strong beliefs about what is right and wrong.				
85. It is important to have a family with whom to discuss problems.				
86. I'd like an exciting life.				
87. I prefer working by myself rather than as part of a team.				
88. I'd like to know all that I can about the workings of nature.				
89. I think it's wrong to help a friend cheat on an exam, even if I know he will fail if I don't help.				
90. Having a job I know I can keep is important to me.				
91. I'd like to have enough money to invest for the future.				
92. I don't like someone assigning me tasks to do.				
93. I do not like being alone very much.				
94. I like to take charge of organizing activities.				
95. I think saving money for the future is very important.				
96. When I've done something I'm proud of, it's important that other people know.				
97. I would rather make less money at job in which I choose my own work, than make more money at a job in which someone tells me what to do.				
98. People should contribute a small amount to be used to decorate public buildings.				
99. I don't like to take risks with money.				
100. I like thinking of something that's never been done before.				
101. I would not like a job in which I traveled a lot and could not have lasting relationships.				
102. If a teacher accidentally left test answers where I could see them, I would not look.				
103. I like people to ask me for my opinion when trying to decide the best way to handle a situation.				
104. If I could, I'd like to make a movie that people would think is beautiful.				

Turn back to the first page of this exercise. Above the words "Very True", write a 9. Above the words "Sometimes True", write a 6. Above the words "Not Sure", write a 3. Above the words "Not True", write a 0. Do the same for each page of this exercise.

Now for each number listed below, write the numerical value of the response you selected. For example, if on number 1 you selected "Sometimes True", put a 6 on the line next to number 1. When all the lines have been completed, total the numerical responses under each heading.

Family	Adventure	Knowledge	Power
5 ___	3 ___	9 ___	7 ___
20 ___	15 ___	22 ___	23 ___
29 ___	16 ___	30 ___	35 ___
39 ___	24 ___	40 ___	44 ___
47 ___	38 ___	54 ___	50 ___
66 ___	61 ___	71 ___	74 ___
79 ___	73 ___	76 ___	94 ___
85 ___	86 ___	88 ___	103 ___
Total ___	Total ___	Total ___	Total ___

Moral Judgment and Personal Consistency	Money or Wealth	Friendship and Companionship	Recognition
17 ___	1 ___	2 ___	8 ___
18 ___	11 ___	26 ___	10 ___
21 ___	13 ___	27 ___	19 ___
31 ___	33 ___	51 ___	43 ___
48 ___	56 ___	72 ___	58 ___
84 ___	57 ___	83 ___	70 ___
89 ___	67 ___	93 ___	82 ___
102 ___	91 ___	101 ___	96 ___
Total ___	Total ___	Total ___	Total ___

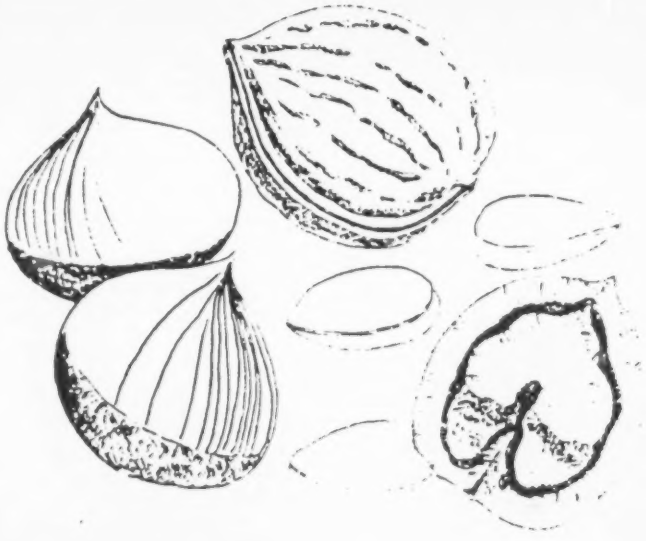
Independence and Freedom	Security	Beauty or Aesthetics	Creativity	Helping Others
34 ___	32 ___	4 ___	6 ___	12 ___
41 ___	45 ___	25 ___	14 ___	42 ___
53 ___	49 ___	36 ___	28 ___	62 ___
60 ___	55 ___	46 ___	37 ___	63 ___
69 ___	64 ___	75 ___	52 ___	65 ___
87 ___	90 ___	81 ___	59 ___	68 ___
92 ___	95 ___	98 ___	78 ___	77 ___
97 ___	99 ___	104 ___	100 ___	80 ___
Total ___	Total ___	Total ___	Total ___	Total ___

For which category is your total the highest? That's the value most important to you at present. However, values can change, and in fact, usually do. For this reason, you may wish to take the Values Survey again in a year or two.

What do the categories mean? Descriptions of each category follow.

Family

Someone with a very high score in this category greatly values the closeness of a family. Parents and children feel close to each other and spend much time together. "Family" can also mean other persons or friends who are close to you, if you choose not to join a traditional family. Your inner circle of acquaintances is important. You are a people person. If you score high in this area, you will want a job that allows you plenty of time at home where you can enjoy family and friends. Your work hours should be consistent and stable. You probably would not be happy as a traveling sales representative, a forest ranger, or a nun.



Adventure

In contrast to the preceding, a career that calls for a lot of travel may be just right if you value adventure. You certainly would not be satisfied with a job in which the routine is the same day after day. Your score shows that you would like to have varied job duties and that you are comfortable taking risks.

See how easy this is? But, oops! What if you have high scores in two categories? Could you have a happy family life and lots of adventure, too? It's possible. Here is where you have to make some choices and spend time comparing careers. Which do you value more? If you're an adventure-loving family woman, you may have to settle for hang gliding on weekends, or making an expedition through the wilderness each summer, rather than being a foreign correspondent or an international jewel trader.

Knowledge

If you value knowledge, you will want a career that lets you keep on learning. Teaching is an obvious choice, but you might also consider doing research — scientific, historical, political or whatever. Being a journalist who covers different stories every day and spends time reading reports and interviewing people might also be a good choice.

Power

It's hard to find an entry-level job with a lot of power, but if that's what you value, you'll want to make sure that there's plenty of room for advancement in your chosen field. You should prepare yourself to take a leadership role by pursuing advanced education or by learning more skills in your field. Or, you might want to start your own business. That way you can be president immediately — even if you're the only employee!

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Moral Judgment and Personal Consistency

If you scored high in this category, you'll want to make sure that your career choice is one you feel is worthwhile, that is, one you can be proud of, no matter what other values it mirrors. For example, if you also had a high adventure score, you would probably be more satisfied as a Peace Corps worker than as a bomber pilot.

Money

Obviously, if money is your top value, you will look carefully at potential earnings for any job you take. Since making a lot of money usually entails spending long hours on the job, you should consider your other values in choosing a field which will hold your interest. You may have little time for family, friends, or outside hobbies. Check the salary levels of a wide variety of jobs before starting to narrow your choices.

Friendship and Companionship

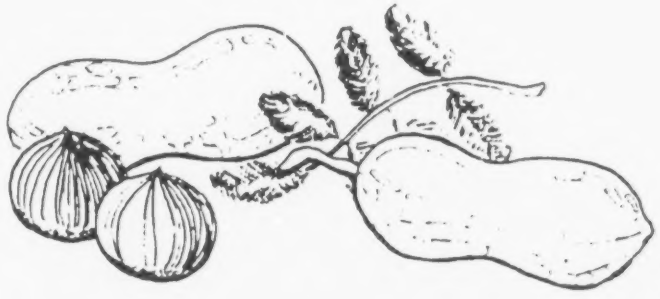
If friendship and companionship are important to you, your job should involve working closely with others. Being shut away in a laboratory or sitting in a cubicle with an adding machine will probably hold few charms for you. If you get along well with others and can talk easily with people you don't know well, you might consider working in sales or public relations. If having time for close friendships outside of work is important, though, you won't want a job that involves a great deal of travel or overtime.

Recognition

Is recognition what you want? If so, you'll do best choosing something for which you have a talent, something that will let you work to develop the talent. Of course, some fields have more potential for recognition built into them than others. There may be very few world-renowned bus drivers, but the fact remains that in many communities there are bus drivers everyone knows and respects. It often depends on how you do your job, not just what job you do.

Aesthetics

People who score high in aesthetics (love of beauty) like to be surrounded by beauty. If this describes you, you might be happy as an interior designer or an art dealer. You might like being a forest ranger at a national park or an executive in a plush office. You would almost certainly be unhappy as a garbage collector or coal miner.



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Creativity

Writers and artists are often thought of as creative, but creativity is an important asset in other fields as well. If you value creativity, you will want a career that gives you room to make choices and decisions, to put your ideas into effect, and to evaluate the results of your efforts. You probably wouldn't be happy in a job that is rigid or inflexible. You might find a use for your creativity by working as a program director for a senior citizens' group, as an engineer in a large research firm, or as a landscape architect.

Helping Others

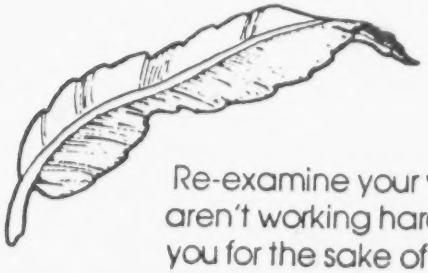
Women who value helping others have traditionally become teachers and nurses. But, there are many other options. Doctors, social workers, psychologists, counselors, writers, politicians, lawyers, dieticians, speech pathologists, and physical therapists are just a few of the career possibilities for those scoring high in this area.

Independence

If you value independence and freedom, you should beware of careers which are rigidly supervised or scheduled. Some sales representative positions allow you a great deal of freedom. People who work on a free-lance basis, or as consultants, may be able to decide where, when, and how much work they will do.

Security

Careers with well-established companies, or those in areas that are basic to human needs and not likely to become obsolete, are good choices for someone who values security. Such a person is usually happier with clearly defined work.



Re-examine your values throughout your life to make sure you aren't working hard and giving up things that are important to you for the sake of something you no longer value.

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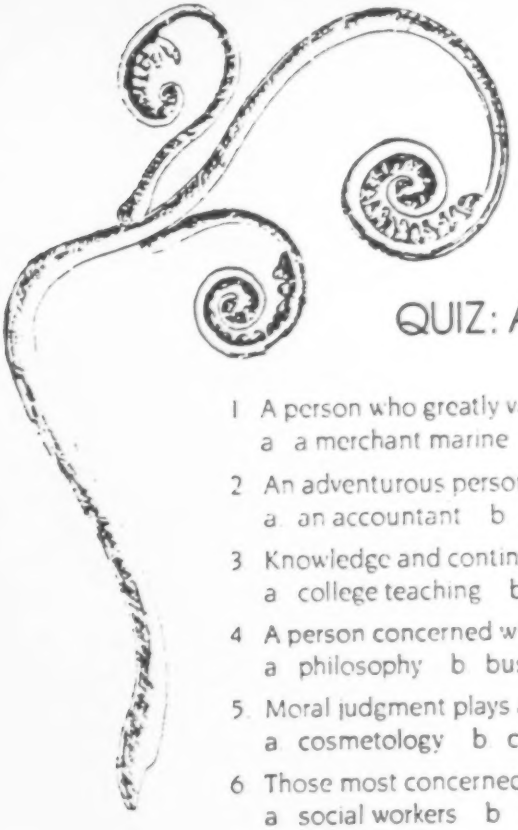
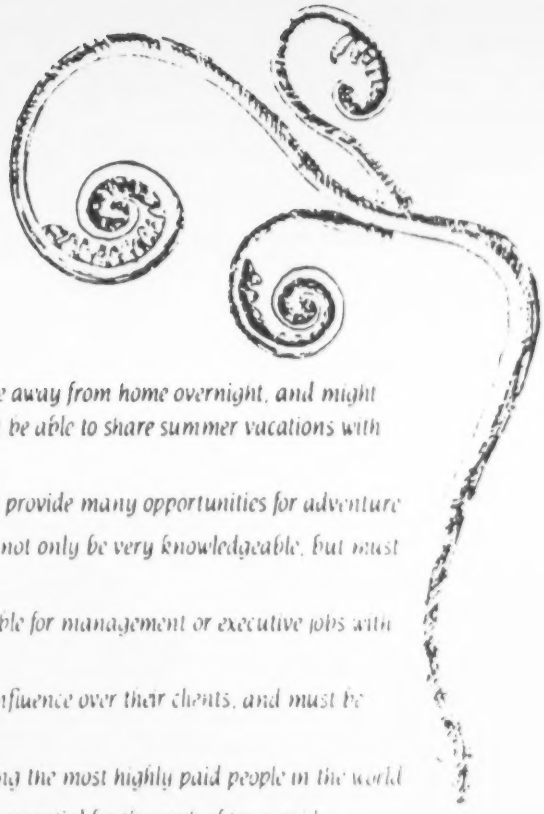
Here's a quick exercise to help demonstrate how each value relates to career choices. Check the choice that would be most reasonable for a person with the value stated in each question.



QUIZ: APPLYING VALUE CATEGORIES

1. A person who greatly values family life would be most happy as
   a. a merchant marine b. a flight attendant c. a school counselor
2. An adventurous person might consider a career as
   a. an accountant b. an overseas diplomat c. a florist
3. Knowledge and continued learning would be most important in
   a. college teaching b. working on an assembly line c. typing
4. A person concerned with power would be best advised to seek a college degree in
   a. philosophy b. business administration c. English
5. Moral judgment plays an important part in
   a. cosmetology b. counseling c. welding
6. Those most concerned with money might want to be
   a. social workers b. corporation heads c. playground supervisors
7. Companionship would be an important part of a job as
   a. a phone installer b. a tour guide c. a jewelry repair person
8. Recognition would be most likely gained as
   a. an athlete b. a plumber c. a mail deliverer
9. Valuing aesthetics would be especially important for
   a. a truck driver b. a veterinarian c. an art critic
10. A person with a need for some creativity might be happiest as
    a. waitress b. a cook c. a cashier
11. Those who want to help others would get the most satisfaction from
    a. film editing b. scoring music c. driving an ambulance
12. A person who values independence should investigate a career as
    a. a secretary b. a free-lance writer c. an accountant
13. Security would be one advantage to a job as
    a. an assembly line worker b. a model c. a manager with a well-established company



ANSWERS

1. The answer is *c*. *A school counselor would seldom have to be away from home overnight, and might even have hours like those of her children in school. She might be able to share summer vacations with them, and so forth.*
2. The answer is *b*. *Living in various parts of the world would provide many opportunities for adventure.*
3. The answer here, of course, is *a*. *A college teacher must not only be very knowledgeable, but must keep on learning.*
4. *b* is the correct answer. *This degree would make you eligible for management or executive jobs with the government or with large and powerful corporations.*
5. The correct answer is *b*. *Counselors have a great deal of influence over their clients, and must be careful about any suggestions they make.*
6. The answer is *b*. *American corporation executives are among the most highly paid people in the world.*
7. The correct answer is *b*. *Getting along well with people is essential for the work of tour guide.*
8. The answer is *a*. *It's difficult to gain recognition in a field in which there is little media attention or public interest.*
9. The correct choice is *c*. *An art critic's sensibilities must be very well-developed.*
10. The answer is *b*. *With the proper training, cooks or chefs can be extremely creative in their work.*
11. The correct answer is *c*. *Although some solitary professions may also be helpful to others, you probably won't get as much satisfaction from them as you would from working directly with others and seeing the results.*
12. The answer is *b*. *Keep in mind that jobs offering greater independence than others often entail more risk as well.*
13. The answer is *c*. *Jobs that depend heavily on factors that may be beyond your control, such as the economy, or your own youth and beauty, are not good choices for you if you are interested in security.*

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Self interpretation

PROFILE & GUIDE

CAPS

CAREER ABILITY PLACEMENT SURVEY

CAPS T.M.

SAMPLE

You have recently taken the Career Ability Placement Survey (CAPS). The purpose of the CAPS is to provide you with information about your abilities to help you in career planning. The CAPS is a series of tests which will help you understand some of your potentials, strengths and weaknesses. It gives you a prediction of success in similar careers. Thus if you have a high ability in clerical work you should be able to learn the skills of office work quickly and be successful at a job in this field. On the other hand, if you have a low ability in clerical work you might need special training in these skills or you might not be satisfied at jobs in this field.

The results of the CAPS can be useful in a number of ways for career planning such as in the selection of school courses and training programs. It also suggests areas that can be developed through outside activities.

SECTION I – CAPS CAREER PROFILE SHEET

If your CAPS Career Profile Sheet on page 2 has not been plotted go to the sheet entitled I INSTRUCTIONS FOR THE SUMMARY SCORE SHEET. If you do not have that sheet your instructor will give you the necessary information.

SECTION II – INTERPRETING YOUR CAREER PROFILE

Your Career Profile Sheet will compare your present abilities to abilities required on jobs in the fourteen major occupational areas described on pages 4 through 10. Each CAPS career area score on your Career Profile Sheet is based on a combination of individual ability test stanine scores. Stanines are scores which run from 1 to 9. On any one test a score of 9 represents the highest possible score and a stanine of 1 the lowest possible score. A stanine of 5 shows middle or average ability compared to others at your educational level. Your career area scores are made up by combining stanine scores for job abilities of each area. The combined score is a way of estimating success in most of the jobs in each area.

Each career group column contains a shaded portion. Only the white part above the shading indicates ability levels which suggest opportunity for success in the occupations in each group. Look at the scores you have darkened on your Career Profile Sheet. Some of these may fall in the shaded portion and some in the white area above. If your score is in the white portion or at the upper edge of the shaded portion put a ? in the empty box at the bottom of the page under that column. These are groups in which you have measured abilities indicating a high enough level at this point in your career for probable success. Remember, for success it is necessary that you continue acquiring the training and skills needed in these groups.

In interpreting your profile, concentrate on the distance of your scores from the dark shaded area. Peaks in the profile may not be significant because the shaded areas are different heights. Consider whether other things you know about yourself are consistent with your profile.

YOUR CAPS SCORES

Your scores on the CAPS will help you evaluate your relative strengths and weaknesses in terms of eight primary abilities briefly described below:

1MR **Mechanical Reasoning** measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in industrial arts and occupations in Technology as well as jobs in Science.

2SR **Spatial Relations** measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in art and industrial arts and jobs in Science and Technology and Arts.

3VR **Verbal Reasoning** measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in jobs requiring written or oral communication, especially Professional level occupations in Communication, Science, and Service involving high levels of responsibility and decision making.

4NA **Numerical Ability** measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and jobs in fields of Science and Technology involving mathematics, chemistry, physics or engineering and in Business and Clerical fields.

5LU **Language Usage** measures how well you can recognize and use standard English grammar, punctuation and capitalization. This ability is especially important in jobs requiring written or oral Communication and in Clerical jobs as well as Professional level occupations in Science, and in all levels of Business and Service.

6WK **Word Knowledge** measures how well you can understand the meaning and precise use of words. This is important in Communications and all professional level occupations involving high levels of responsibility and decision making.

7PSA **Perceptual Speed and Accuracy** measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

8MSD **Manual Speed and Dexterity** measures how well you can make rapid and accurate movements with your hands. This ability is important in Arts – Skilled and Technology – Skilled occupations and other jobs requiring use of the hands.

Stanine	9	8	7	6	5	4	3	2	1
Description of the score	Very high	High	Above average	A little above average	Average	A little below average	Below average	Low	Very low
% of persons receiving a lower score	96%	89%	83%	68%	50%	32%	11%	4%	2%

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ABILITY CHECKLIST

ABILITIES	Seldom	Sometimes	Usually
1. Numerical Ability--Can work with numbers easily, either on paper or in one's head.			
2. Mechanical Ability--Can work well with tools and machines; can take apart and put together things easily.			
3. Musical Ability--Can tell the difference in pitch accurately; can tell tone quality; has a sense of rhythm; shows this by being able to sing, play and instrument, etc.			
4. Social Aptitude--can get along with most people in many different places.			
5. Mental Alertness--Can understand or think quickly to make good decisions.			
6. Common Sense--Thinks before one does something; uses good judgement.			
7. Verbal Ability--Can speak and write well.			
8. Cleverness--Can find new ways to do things.			
9. Practical Minded--Can solve or adjust to everyday problems.			
10. Memory--Can retain or remember thoughts and ideas.			
11. Creative Ability--Can think up new ideas or put ideas one has learned together to get things done.			
12. Reasoning Ability--Can think through and solve easy or hard problems.			
13. Artistic Aptitude--Can show one's ideas, feelings or experiences through some form of art(painting, drawing, sculpturing, etc.)			
14. Perseverance--Can stick to a job until it is finished.			

After completing checklist, you may use these words and definitions to play a memory game.

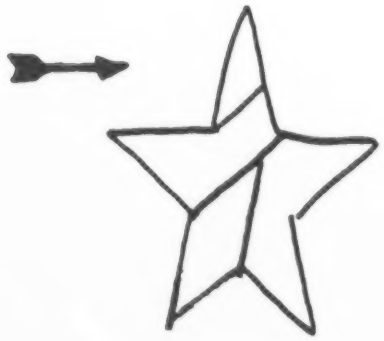
TEACHER INFORMATION SHEET

ACTIVITY: Star Puzzle
T Puzzle

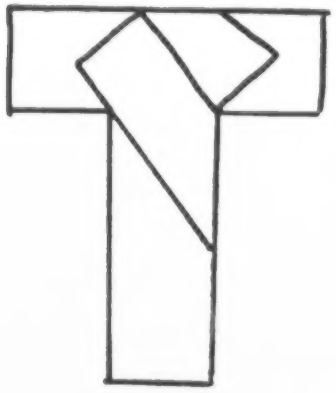
OBJECTIVES: Recognize personal abilities

DESCRIPTION: Choosing either the Star or T Puzzle, have students cut out the shapes and arrange the pieces into the star or T.

KEY:



Solution to
Star Puzzle



Solution to
T Puzzle

RESOURCES NEEDED:

Copies of the puzzle for each student
Scissors

SOLVING A PUZZLE

OBJECTIVE NO.	002.04	Investigate the influenece of personal interests, abilities, aptitudes, career values and attitudes on career choices.
OBJECTIVE NO.	001.05	The student will identify personal interests, abilities, and aptitudes.
	002.06	The students will apply the decision-making process through problem solving.
MATERIALS		Scissors Patterns of Star Puzzle Patterns of T puzzle

BACKGROUND INFORMATION:

Problem solving is a necessary skill for persons to have when they enter decision-making situations. There are many approaches to problem solving, because problems are different. Sometimes it is fun just to see how quickly you can solve a problem that really isn't related to a particular event. These are sometimes called "brainteaser".

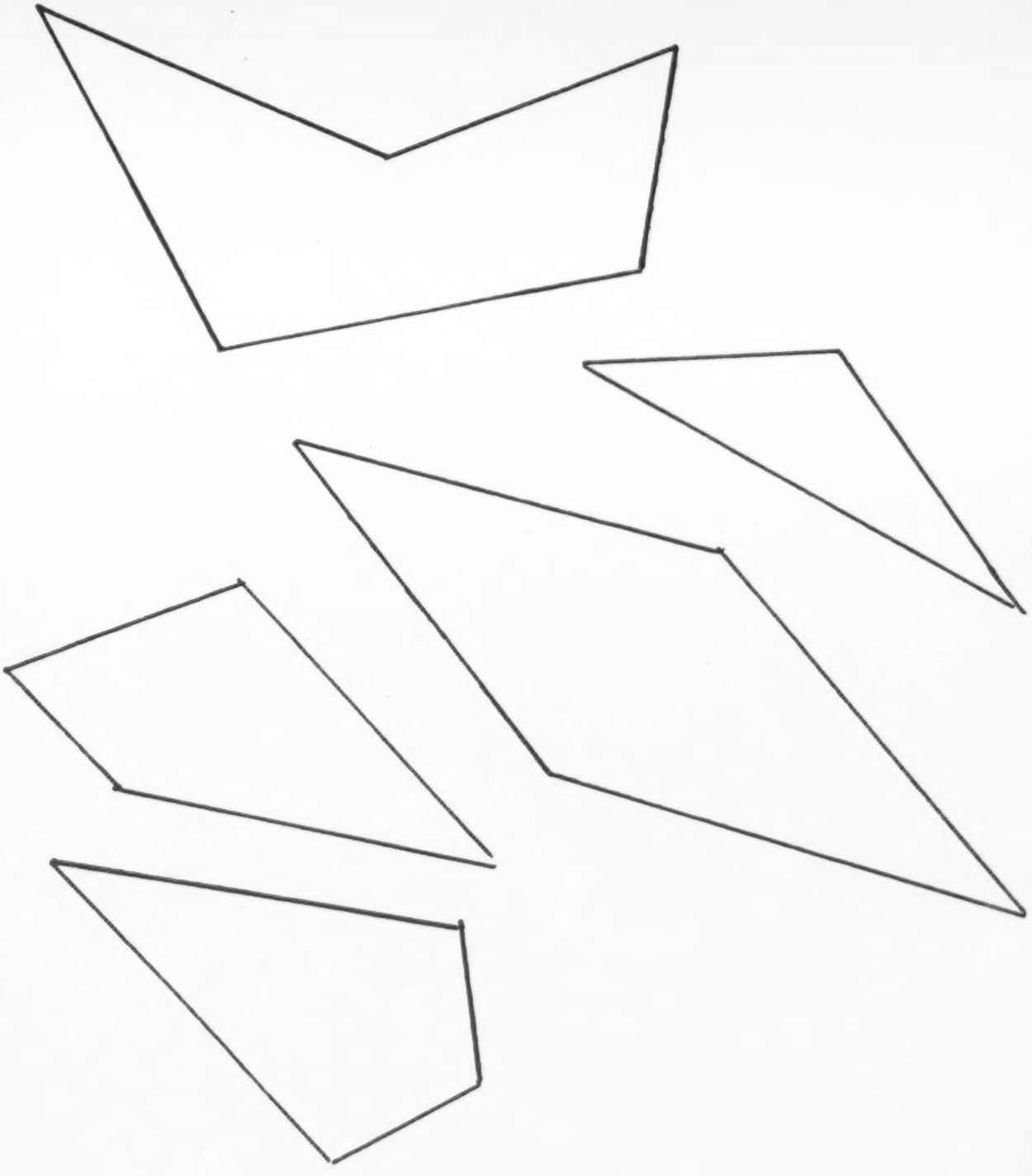
INSTRUCTIONS:

1. Your teacher will give you two sheets containing patterns. One patterns is for a star and the other is for a T puzzle.

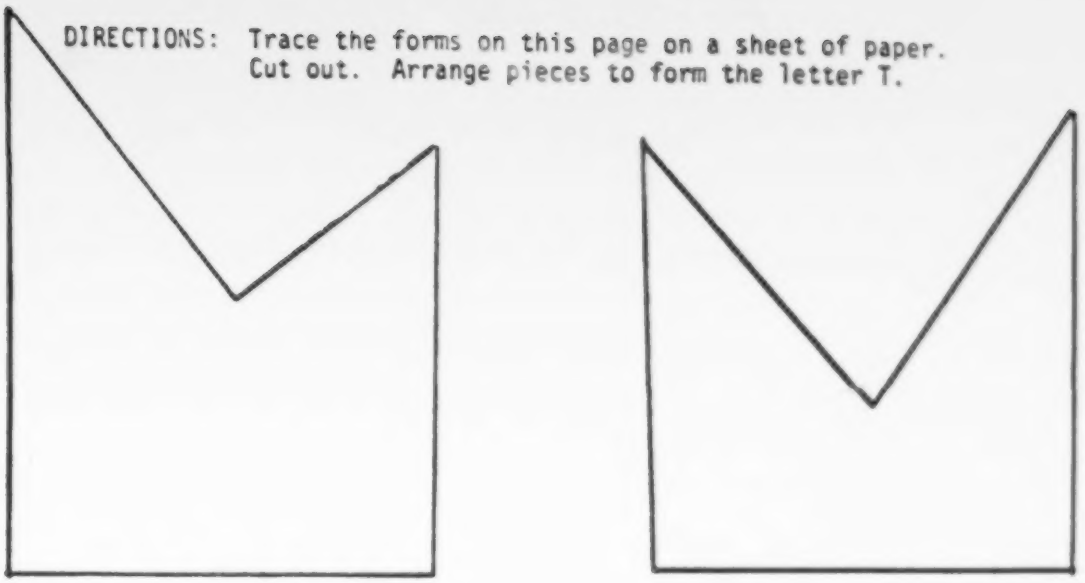
2. Cut out the shapes and arrange the pieces into the star or the T.

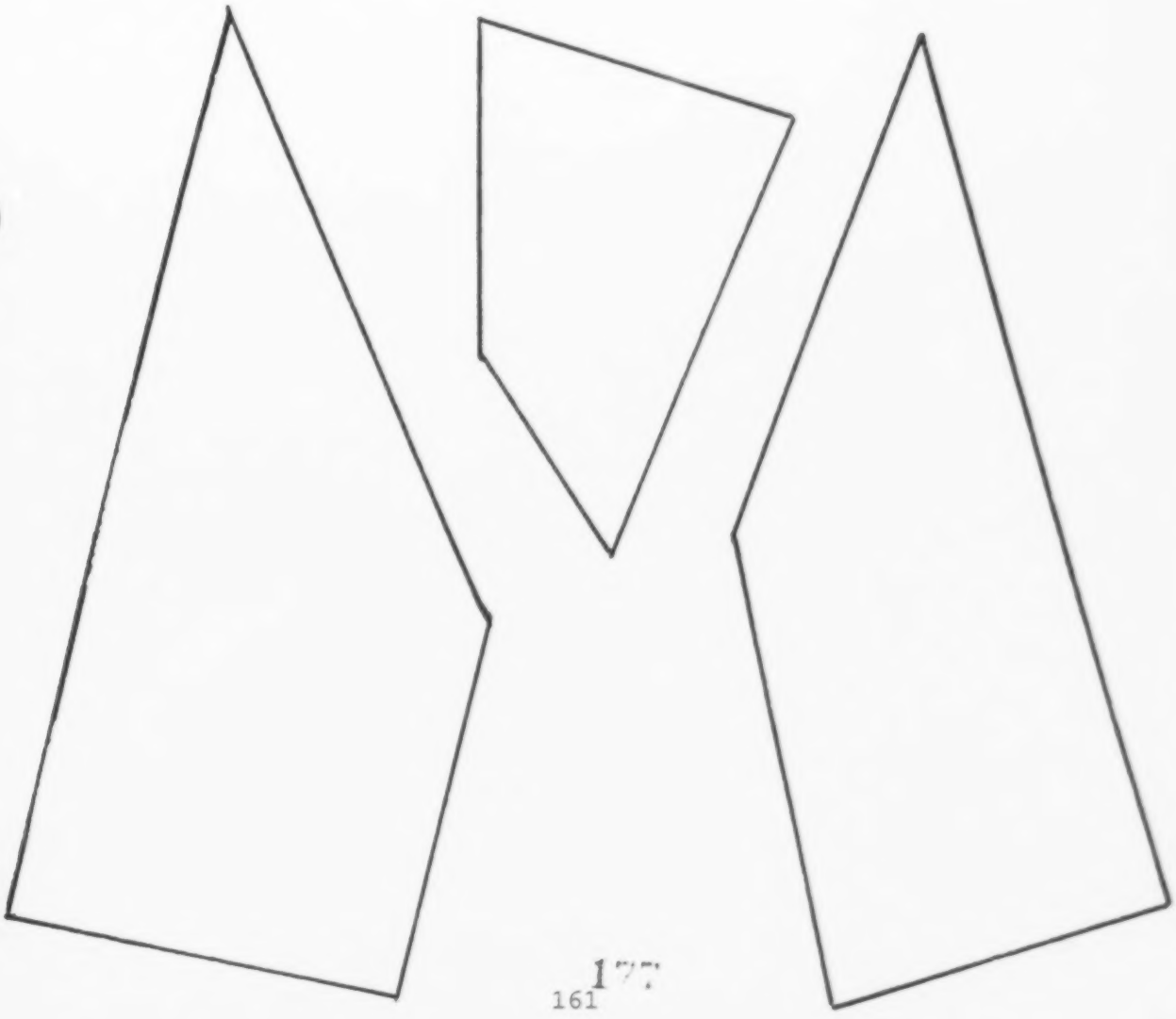
3. Just for fun, students might "race" to see who finishes first. Ask your teacher to tell you when to start and to keep time. A student might do this if the teacher isn't available.

DIRECTIONS: Trace the forms on this page on a sheet of paper. Cut out. Arrange pieces to form a star.



DIRECTIONS: Trace the forms on this page on a sheet of paper. Cut out. Arrange pieces to form the letter T.





Part 2

RECOGNIZING ABILITIES

DIRECTIONS: Below is a list of abilities that people are known to have. In the left margin, place a (✓) by the abilities you used in solving the T and Star puzzles.

_____ Clerical ability

_____ Clerical perception

_____ Color discrimination

_____ Conformity

_____ Eye-hand coordination

_____ Eye-foot coordination

_____ Eye-hand-foot coordination

_____ Spatial perception

_____ Form perception

_____ Finger dexterity

_____ Intelligence

_____ Artistic ability

_____ Academic ability

_____ Manual dexterity

_____ Mechanical ability

_____ Motor coordination

_____ Music talent

_____ Numerical ability

_____ Verbal ability

_____ Social intelligence

_____ Physical ability

ME
MYSELF
AND
I

MY PERSONAL SELF-ASSESSMENT FOR EFFECTIVE CAREER PLANNING

NAME: _____

163170

AREAS OF INTEREST

We all have general areas of interests that have been developing since childhood. We express them in our hobbies, school clubs, and other personal activities. The twelve general work interest areas are listed below. Rate each one according your preference for each area:

My Areas of Interest	Like	Dislike	Unsure
01 Artistic - Creative expression of feelings and ideas. Occupations that satisfy this interest can be found in the various creative and performing arts fields such as drama, literature, and painting.	___	___	___
02 Scientific - Using and applying knowledge about the natural world. Occupations that satisfy this interest can be found in medicine, the physical and life sciences, and in laboratory technology.	___	___	___
03 Plants/Animals - Working with plants and animals, usually in an outdoor setting. Occupations that satisfy this interest can be found in farming, forestry, fishing, and animal care/training.	___	___	___
04 Protective - Using authority to protect people and property. Occupations that satisfy this interest can be found in safety and law enforcement, and in security services.	___	___	___
05 Mechanical - Working with machines or tools in practical situations. Occupations that satisfy this interest can be found in mechanical and craft trades, vehicle operation, and the engineering professions.	___	___	___
06 Industrial - Doing routine work in factory or industrial settings. Occupations that satisfy this interest can be found in production work, quality control, and machine operation.	___	___	___

M E , M Y S E L F , a n d I

My Personal Self-Assessment for Effective Career Planning

INTRODUCTION

Knowledge of oneself is the first important step to effective career planning. This self-assessment will help you to identify and organize information that you know about yourself.

Each of the exercises contain valuable information that you need to consider when choosing an occupation because THEY ARE ALL RELATED TO THE WORLD OF WORK! Briefly, here is what the exercises include:

- Work Interest Areas.
- My Goals and Values.
- Personality Types I seem to fit.
- Work Activity preferences.
- Work Situations I'm willing to adjust to.
- My Skills and Abilities.
- School Subjects and my preferences for them.
- Education and Training I'm willing to consider.

As you complete ME, MYSELF, and I, keep in mind that your responses are not necessarily permanent. You are changing, and so is the world around you.. As you mature and gain more experiences and education, your interests, values, and goals are going to change. That's why career decision-making is a continuing, evolving process - because **CAREER DECISION-MAKING IS FOR LIFE.**

Here are some tips for completing the self-assessment:

- Be honest with yourself. Mark your responses according to the way you really are, and not what you might wish you were like.

- Take your time, and give serious thought to each response. If necessary, spread each exercise out over several evenings or sessions.

- Use a pencil. Of course, responses can be changed!

- Remember, we do best what we really want to do.

My Areas of Interest	Like	Dislike	Unsure
07 Business Detail - Doing organized, detailed work in an office setting. Occupations that satisfy this interest can be found in clerical handling, records processing, and handling financial detail.	___	___	___
08 Selling - Sales work involving persuading and promotion activities. Occupations that satisfy this interest can be found in general sales, the vending occupations, and in sales technology.	___	___	___
09 Accommodating - Serving the needs of others on a one-to one basis. Occupations that satisfy this interest can be found in customer, passenger, attendant, hospitality, barber, and beauty services.	___	___	___
10 Humanitarian - Helping others with their emotional and physical needs. Occupations that satisfy this interest can be found in nursing, the social services, and child and adult care.	___	___	___
11 Leading/Influencing - Carrying out management responsibilities. Occupations that satisfy this interest can be in found various professions such as education, law, and business administration.	___	___	___
12 Physical Performing - Performing physical activities and feats. Occupations that satisfy this interest can be found in sports, coaching, officiating, and physical feats such as acrobat.	___	___	___

****

MY GOALS AND VALUES

Goals are what you want out of your life, and the career you choose will help you to achieve them. Think carefully about your career goals and list them below. They should be SPECIFIC, REALISTIC, and POSITIVE.

To say "I want to be a millionaire by age 20" would not be very realistic. But to say 'I eventually plan to work in a department store by first getting a job as a sales clerk... then as an assistant manager ...then as a manager" would be realistic, specific, and positive.

What's Important to Me:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

****

MY PERSONALITY STYLE

We need to consider our personality style as we plan for the future. In fact, people with certain personality types tend to do best in certain kinds of careers. What types seem to fit you the best?

The Personality Types I Seem to Fit	Yes	No	Unsure
R. Realistic - Prefer manual labor, machines over people, performing concrete tasks. Related interest areas include Plants/Animals, Protective, Mechanical, Industrial.	___	___	___
I. Investigative - Prefer complex challenges, ideas over machines. Thoughtful and intellectual. Related areas include Scientific.	___	___	___
A. Artistic - Prefer variety over routine. Creative and expressive. Like to originate ideas. Related areas include Artistic.	___	___	___
S. Social - Prefer person-oriented activities, dealing with feelings, helping and instructing people. Related areas include Humanitarian, Accommodating, Leading/Influencing, and Physical Performing.	___	___	___
E. Enterprising - Prefer organizing and managing, solving problems by risk-taking. Confident and verbal. Related areas include Selling.	___	___	___
C. Conventional - Prefer routine over variety, information over people/things. Practical and efficient. Related areas include Business Detail.	___	___	___

****

MY WORK ACTIVITIES PREFERENCES

All occupations involve certain work activities. There are ten basic ones, and they are listed below. You have probably experienced many of them through your school subjects, hobbies, and chores at home. Rate your preference for each one.

My Work Activity Preferences	Like	Dislike	Unsure
1. Dealing with things and objects. Using tools and machines. Doing physical work.	___	___	___
2. Involving business contacts. Dealing with people in business settings such as sales.	___	___	___
3. Routine, organized activities. Doing things in a set way, sometimes over and over.	___	___	___
4. Helping or instructing others. Having personal contact with people.	___	___	___
5. Receiving appreciation from others. Recognized as someone who is important or well-known.	___	___	___
6. Communicating ideas and information. Getting the message across through acting, writing, music, or art.	___	___	___
7. Scientific/technical activities. Doing research. Using scientific equipment.	___	___	___
8. Creative thinking activities. Expressing and creating new ideas, concepts, products, or techniques.	___	___	___
9. Using machines, methods, processes. Repairing, testing, and evaluating machines and techniques.	___	___	___
0. Working on or producing things. Using tools to build or repair things.	___	___	___

****

WORK SITUATIONS I'M WILLING TO ADJUST TO

All occupations involve work situations that must be adjusted to. There are ten basic ones, and they are listed below. You have probably experienced many of them through your school subjects, hobbies, and chores at home. Rate your willingness to adjust to each one.

Situations I'm Willing To Adjust To	Yes	No	Unsure
1. Duties that change frequently. Using different knowledge and skills as the occasion arises.	___	___	___
2. Routine tasks. Performing the same work activity over and over in a set way.	___	___	___
3. Plan or direct entire activities. Being in charge of the performance or work of others.	___	___	___
4. Dealing with people. Having contacts with others at a personal level.	___	___	___
5. Influencing others. Having an effect on how people think or behave by communicating ideas and facts.	___	___	___
6. Working under pressure. Taking risks and working in critical situations.	___	___	___
7. Making decisions using personal judgement. Arriving at solutions using personal experiences.	___	___	___
8. Making decisions using measured standards. Arriving at solutions based on information and facts.	___	___	___
9. Interpreting feelings, ideas and facts. Thinking creatively to communicate ideas.	___	___	___
0. Paying strict attention to accuracy. Completing tasks that must be exact or accurate.	___	___	___

****

MY SKILLS AND ABILITIES

The knowledge and use of specific skills are necessary for success in any occupation that you choose. We all have most of them, but at different levels. And as we mature and continue with our education, these skills are refined and improved. Look the list over carefully and rate your skills. The letters preceding each skill represent the categories that are assessed on an aptitude test called The General Aptitude Test Battery. Here is what they stand for:

G Learning Ability	V Verbal	N Numerical
S Spatial Perception	P Form Perception	Q Clerical
K Motor Coordination	F Finger Dexterity	M Manual Dexterity

My Skills and Abilities:	High	Average	Low
G. Ability to learn new material and use it effectively.	___	___	___
V. Ability to use words effectively to communicate orally and verbally.	___	___	___
N. Ability to work with numbers and mathematics.	___	___	___
S. Ability to visualize flat pictures and objects as they really are.	___	___	___
P. Ability to pick out the details in objects and drawings.	___	___	___
Q. Ability to pick out details in written materials.	___	___	___
K. Ability to coordinate eyes, hands, and fingers together.	___	___	___
F. Ability to work with my fingers on small objects.	___	___	___
M. Ability to work with my hands skillfully.	___	___	___

****

MY SCHOOL SUBJECTS

All of your school subjects provide knowledge and skills necessary for success in various occupations. Therefore, your favorite subjects...your best ones...your worst ones...in fact, all of them need to be considered when choosing a career goal.

The Subject Areas I Do Best In:	Yes	No	Don't Know
1. Language Arts.	___	___	___
2. Foreign Languages.	___	___	___
3. Social Sciences.	___	___	___
4. General Mathematics.	___	___	___
5. Advanced Mathematics.	___	___	___
6. Life Sciences.	___	___	___
7. Earth/Physical Sciences.	___	___	___
8. Health and Phys. Ed.	___	___	___
9. Fine and Visual Arts.	___	___	___
10. Computer Technology.	___	___	___
11. Business Education.	___	___	___
12. Home Economics.	___	___	___
13. Distributive Education.	___	___	___

14. Building and Construction. ___ ___ ___

15. Mechanical and Technical. ___ ___ ___

16. Agriculture. ___ ___ ___

My MOST Favorite Subjects:	My LEAST Favorite Subjects
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

****

MY EDUCATION AND TRAINING PLANS

Some occupations require just a high school diploma. Others, however, need 6 to 8 years of advanced college coursework. And there is a wide variety in between. Even in high school there are program types which are designed to assist you in attaining your career goal. You need to think very carefully about your education and training plans since your academic preparation may very well determine your career. How much - and what kind - of education and training are YOU willing to consider in order to meet your career goal?

Education and Training Plans That I Am Willing to Consider:	Yes	No	Maybe
1. High school Academic program.	___	___	___
2. High school Vocational program.	___	___	___
3. High school General Program.	___	___	___
4. Apprenticeship program.	___	___	___
5. Military Enlistment.	___	___	___
6. One year technical college.	___	___	___
7. Two year community college.	___	___	___
8. Four year college/university.	___	___	___
9. Professional/graduate school.	___	___	___

****

Skills from Sports Activities Worksheet

Are you involved in any sports activities? (This includes everything from organized sports to riding your bike to playing ping pong.) List your favorite sports activities below.

_____ _____ _____

_____ _____ _____

From the list above, write down three sports and skills used when you are involved in that particular sport.

Sport	Skills	
_____	_____	_____
	_____	_____
	_____	_____
Sport	Skills	
_____	_____	_____
	_____	_____
	_____	_____
Sport	Skills	
_____	_____	_____
	_____	_____
	_____	_____

Think about which of the skills you listed that you enjoy doing. Write them here.

_____ _____ _____

_____ _____ _____

Are there any of these skills that you would like to improve? If so, write them here.

_____ _____ _____

_____ _____ _____

Skills from Hobbies and Leisure Activities Worksheet

Now think about your hobbies and things you do in your spare time. Do you like to make things (crafts, wood working, baking)? Do you collect things (stamps, coins, baseball cards)? Write your hobbies or leisure activities below.

_____ _____ _____

_____ _____ _____

From the list above, write down three hobbies and skills used when you are involved in a favorite leisure activity.

Hobby **Skills**

_____ _____ _____

_____ _____

_____ _____

Hobby **Skills**

_____ _____ _____

_____ _____

_____ _____

Hobby **Skills**

_____ _____ _____

_____ _____

_____ _____

Think about which of the skills you listed that you enjoy doing. Write them here.

_____ _____ _____

_____ _____ _____

Are there any of these skills that you would like to improve? If so, write them here.

_____ _____ _____

_____ _____ _____

AN ALPHABET OF LIKES, INTERESTS, AND VALUES

For each letter of the alphabet below, write a word that represents something that interest you, or something you value. (For the letter X, you may use any word with an X in it.) Then, in the box next to each word, indicate whethter it is alike(L) an interest(I), or a value(V).

Example: A apples _____

B baseball _____

C courage _____

A _____ ☐

B _____ ☐

C _____ ☐

D _____ ☐

E _____ ☐

F _____ ☐

G _____ ☐

H _____ ☐

I _____ ☐

J _____ ☐

K _____ ☐

L _____ ☐

M _____ ☐

N _____ ☐

O _____ ☐

P _____ ☐

Q _____ ☐

R _____ ☐

S _____ ☐

T _____ ☐

U _____ ☐

V _____ ☐

W _____ ☐

X _____ ☐

Y _____ ☐

Z _____ ☐

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 001.00 The learner will examine characteristics which contribute to self-awareness and demonstrate related skills.

OBJECTIVE: 001.06 Demonstrate the appropriate etiquette and social skills in a variety of situations.

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES
Situations demonstrating etiquette and social skills A. Vocabulary B. Workplace etiquette C. Positive and negative social situations D. Introductions E. Social conversations F. Telephone conversations G. Dances H. Table manners I. Dining J. Criticism K. Employer-employee relations L. Dealing with customers M. Thank-you notes N. Bread-and-butter letters O. Letters of condolence P. Funerals Q. Weddings R. Manners in public places S. Personality T. Communication U. Listening V. Grooming W. Interpersonal relationships	C1 1. Define vocabulary using the Essential Social Skills packet: etiquette manners tact courteous criticism condolence informal formal embarrassing C1 2. Discuss how manners can help you in all situations including social occasions and the workplace A. Evaluated at work for raises and promotions B. People like and respect you C1 3. Brainstorm examples of positive and negative manners in social situations and the workplace 4. Administer activities in Essential Social Skills packet.

5. Demonstrate understanding through completion of Essential Social Skills activities:
   A. Introductions
   B. Conversations
      1. Social
      2. Telephone
      3. Workplace
   C. Dances
      1. Informal
      2. Formal
   D. Table manners
      1. Informal
      2. Formal
   E. Criticism
      1. Accepting
      2. Offering
   F. Workplace
      1. Employee-employer relations
      2. Deal with customers
   G. Letters and notes
      1. Thank-you
      2. Bread-and-butter
      3. Condolence
   H. Social occasions
      1. Funeral
      2. Wedding

6. Role-play situations
   A. Social
   B. Workplace

RESOURCES:

Activity packet may be purchased through S. Weston Walch, Portland, Maine 04104.

Essential Social Skills Activity sheets:

Introductions
Manners and Sex-role Stereotypes
Irritants
Courtesies toward Handicapped Persons
Informal Dining
Social Conversations
Dances
Telephone Conversations
Table Manners
Formal Dining
Accepting Criticism

RESOURCES (Cont'd.):

Offering Criticism
Job Interviews
Employee-Employer Relations
Bread-and-butter Letters
Attending a Funeral
Manners in Public Places
Dealing with Customers
Thank-you Notes
Letters of Condolence
The Wedding Guest
Giving Presents
Embarrassing Situations

INTRODUCTIONS

Everyone has been introduced or has had to introduce friends to one another. An introduction should be casual and informal in most cases, and should make those being introduced feel comfortable.

Read the following statements about introductions and greetings. Rank the statements in the number column by circling the number of your choice: (1) SD, Strongly Disagree; (2) D, Disagree; (3) NS, Not Sure; (4) A, Agree; (5) SA, Strongly Agree. Be prepared to defend your positions in class.

	SD	D	NS	A	SA
1. The following introduction is considered correct: "John, this is Jill Blume. Jill, this is John Cugat."	1	2	3	4	5
2. Usually a younger person is introduced first to an older one: for example, "Mrs. Armstrong, Rebecca Johnston."	1	2	3	4	5
3. If you must introduce someone whose name you have forgotten, it is all right to say, "I'm sorry, but I've forgotten your name."	1	2	3	4	5
4. If you are still living at home, you should introduce all visiting friends to your parents.	1	2	3	4	5
5. When a boy picks up his date at her home, he should be introduced to her parents.	1	2	3	4	5
6. Both boys and girls should extend their hands in a firm handshake when being introduced.	1	2	3	4	5
7. No matter whom you are being introduced to, you should look the person straight in the eye and smile as you say hello.	1	2	3	4	5
8. It is sometimes acceptable to introduce yourself to a stranger.	1	2	3	4	5
9. When introducing two people, you should never mention a common interest they share.	1	2	3	4	5
10. When introducing two of your friends to each other, it helps ease the strain by saying, "I know you two are going to get along great!"	1	2	3	4	5

SOCIAL CONVERSATIONS

Talking with someone you've just met does not have to be awkward or strained. You can discuss the weather, a recent movie, or current events, for example. Try asking the other person about herself or himself. Let that person do the talking until the ice is broken.

Read the following situations. Consider how each might best be resolved. Then write your responses in the space provided. You may work alone or with someone. Be prepared to discuss your responses with the entire class.

SITUATION	RESPONSE
1. When at your fiancé's house for dinner, you are seated next to his great-uncle, who talks continuously to you about his recent gallstone operation. What should you do?	
2. You are a dinner guest at your friend Sarah's parents' house. The main course is roast beef. You are a vegetarian. How do you handle this situation?	
3. Your friend Mark has asked you to meet some of his friends from out of town. One of his friends is not paying attention to you and has even yawned in your face. How should you respond?	
4. Your brother's friend is a guest in your home. He has made several racist remarks that anger you. How should you behave?	
5. You are eager to make a good impression on someone you just met at a party. What is the best way to impress him or her?	
6. You have organized an anniversary party for your parents at your home. As host, it is up to you to see that their friends are comfortable. What should you talk to them about?	
7. A dinner guest is staying on and on, and you'd like to go to bed. What should you say to the guest?	

TELEPHONE CONVERSATIONS

When telephoning someone, try to be direct, clear, and courteous. Identify yourself immediately and ask if you are calling at a convenient time. Come straight to the point; don't take up a lot of time. Speak clearly and listen carefully.

Read the telephone conversation below. Both the caller and the receiver have displayed some poor manners. Notice things that could be improved in each response. Then rewrite the conversation.

CONVERSATION	NOTES
(Ring, ring)	
Ralph: Hello?	
Cathy: Who is this?	
R: Whom are you trying to reach?	
C: Is this you, Ralph?	
R: Yeah, this is me.	
C: I've got a joke: How many Californians does it take to change a light bulb?	
R: Who is this?	
C: Cathy McCarty. I sit next to you in biology lab.	
R: Oh, hi. What are you up to?	
C: Just called to talk. We never get a chance at school and I still don't know much about you! . . . So, how many Californians?	
R: I don't know. How many?	
C: Three. One to change the bulb and two to share in the experience. . . . You're not laughing.	
R: Sorry. I just had a fight with my old man and nothing seems too funny.	
C: Oh. . . (pause) Did you skip biology today or what?	
R: No, I had a dentist appointment. (To his brother) Eric, would you beat it?	
C: Are you going to the Paul Winter concert?	
R: (mumbles)	
C: What was that?	
R: Excuse me. I was crunching on a carrot. No, I have to babysit my brother that night. (To his mother) Ma, would you do something with Eric? I'm on the phone. What? (to Cathy) Cathy, I have to set the table. Can you call me back?	
C: Sure. I'm babysitting so I can talk all night. One more thing before I go: may I borrow your biology book tonight?	
R: I didn't bring mine home. Sorry.	
C: Oh well. If you want to call me tonight I'm at 797-4413. 'Bye now.	
R: 'Bye.	

DANCES: CASUAL AND FORMAL

Your style of dress and behavior at a dance will depend on whether the affair is casual or formal. Still, there are some courtesies that apply to an informal dance at a friend's house as well as to a school prom.

Here is a chance to test your knowledge of dance courtesies. Listed below are questions that apply to informal and/or formal dances. After each, write what you consider to be the most courteous way to deal with each circumstance.

QUESTION	RESPONSE
1. Should you invite guests by phone or by written invitation?	
2. Should guests arrive promptly at the starting time?	
3. How should you accept a dance?	
4. How should you refuse a dance?	
5. What should you and your partner do when a dance is over?	
6. When is it all right for a girl to ask a boy to dance?	
7. What should you do if you get "stuck" with someone?	
8. How does someone "cut in" on a dance?	
9. At a formal dance, how often should you dance with your date?	
10. If other guests ask you to step outside to smoke a joint, how can you coolly refuse?	
11. How should a boy select his date's corsage?	
12. What should you do if someone crashes your party?	
13. How should guests treat the chaperones or hosts?	
14. What should you do if someone has brought liquor to your party?	
15. What should you do if you came to the dance with one person but would like to leave with someone else?	
16. When should guests leave a dance?	

TABLE MANNERS

Each family has its own standards regarding table manners, ranging from informal to strictly formal. In order to feel comfortable in other people's homes, observe their manners and follow suit. For example, if the people in your friend's family eat chicken with their fingers, go ahead and do it too; if they use a knife and fork instead, then so should you.

Pretend that you are having dinner with your friend T.J. Scopes, his mother, and his sister in their home. Listed below are various situations that might arise at the table. Write a sentence describing how you would handle each situation, arranging the individual sentences into a meaningful paragraph.

Example: The fork at your place setting is dirty.

The fork at my place setting was dirty so I asked Mrs. Scopes for another, without announcing the reason.

1. You're not sure when to begin eating.
2. There is no salt and pepper on the table.
3. The soup is too hot to eat.
4. You take a bite of food that is very hot.
5. You are chewing a piece of gristle.
6. You've partly chewed a rotten tomato.
7. You are served a vegetable you hate.
8. You are going to sneeze.
9. You spill some gravy.
10. You have some food wedged between your teeth.
11. The sugar bowl is out of reach.
12. You'd like a second helping.
13. Their dog is begging from you.
14. You'd like a cup of tea.
15. You've finished eating, and you're not sure what you should do with your napkin.
16. The meal is finished, but you don't know when you should leave the table.
17. You're not sure how long you should stay at your friend's house after you've finished dinner.

INFORMAL DINNER

Eating at informal restaurants, cafeterias, and diners can be a lot of fun—especially if the food is *good*, *cheap*, and *plentiful*. Even though you don't have to be preoccupied with "proper manners," you should be aware of the basic guidelines to follow. These guidelines can make your casual dining experience a pleasant one.

Read the following statements. Rank them in the number column by circling the number of your choice: (1) SD, Strongly Disagree; (2) D, Disagree; (3) NS, Not Sure; (4) A, Agree; (5) SA, Strongly Agree. Be prepared to defend your positions in class.

	SD	D	NS	A	SA
1. If you'd like to go Dutch treat, make it clear before you go out out to eat.	1	2	3	4	5
2. If you leave a mess on the table for the waiter to clean up, leave a larger tip than usual.	1	2	3	4	5
3. At a cafeteria, if you must share a table with a stranger, first ask, *"Is this seat being saved?"*	1	2	3	4	5
4. If your food is improperly cooked, endure it in silence—and never go back.	1	2	3	4	5
5. If the quality of food is poor, leave the waiter a small tip.	1	2	3	4	5
6. It is unnecessary to compliment an efficient or courteous waitress, since she is only doing her job.	1	2	3	4	5
7. In a booth, two people should sit opposite each other.	1	2	3	4	5
8. It is not necessary to leave a tip at a lunch counter.	1	2	3	4	5
9. If others are waiting to be seated, leave as soon as you're finished eating.	1	2	3	4	5
10. At a crowded stand-up counter, move back as soon as you're served. At a take-out counter, move back after you've placed your order.	1	2	3	4	5
11. If you'd like to be seated at a specific table, ask the headwaiter or host.	1	2	3	4	5
12. To attract a waitress' attention, snap your fingers or hiss.	1	2	3	4	5
13. If several of you are each paying your own way, ask for separate checks before you order.	1	2	3	4	5
14. If the service is terrible, you have every right to loudly insult the waiter.	1	2	3	4	5

NAME _____ DATE _____

FORMAL DINING p.13(01-5011)

Read the following account of Rob and Eileen's dinner date. Fill in the blanks with the missing words from the following list. (Some words may be used more than once.) If you have chosen correctly, the letters appearing in the squares will spell a sentence. Use a dictionary to look up any words you may not know.

ice cream	torte	finger bowl	exceptional	introduced
expensive	conversation	thanked	recommended	dinner
poured	breather	dessert	fireplace	nibbled
wine	courteous	ordered	coffee	interesting
waiter	promptly	served	appetizers	special
perused	water glasses	candle	chandelier	cleared
napkin	wine list	engaged	restaurant	

For a Valentine's Day treat, Rob invited Eileen to a dinner at a special _ _ _ _1_ _ _ _ _ _ _. He knew it was an _ _ _ 2 _ _ _ _ _ place with an impressive _ _ _ _ 3 _ _ _ _, but he had been saving his money for this evening. They waited near a cozy _ _ 4 _ _ _ _ _ _ until the host seated them under a crystal _ _ _ _ _ 5 _ _ _ _. He lit the _ _ 6 _ _ _ on the table, handed them a menu, and said that their _ _ _7_ _ _ would be with them shortly.

Their waiter appeared, _ _ _ _ 8 _ _ _ _ _ _ himself and filled their _ _9_ _ _ _ _ _ _ _ _. Rob and Eileen _ _ _ 10 _ _ _ the menu as they _ _ _11_ _ _ _ on bread and butter. Rob ordered wine and _ _ _ _ _12_ _ _ _ _ to begin. They each placed a _ _ _13_ _ on their laps when they were _ _14_ _ _ _.

For the main course, or entree, Eileen _ _ _ _15_ _ _ baked halibut and Rob ordered the chef's _ _ _16_ _ _ _, boiled fresh lobster. They were _ _ _17_ _ _ _ in such an _ _ _ _ _18_ _ _ _ _ _ _ _ _ _ _19_ _ _ _ _ _ _ _ _ that it took more than an hour to finish their _ _ _20_ _ _. Eileen was secretly surprised that Rob could be so _ _ _ _ _ _ _ _ _ _21 and thoughtful.

The waiter _ _ _ _22_ _ _ _ _ _ _ _ the house salad after the main course. They munched on that as they finished drinking the _ 23 _ _. They decided to take a "_ _ _ 24 _ _ _ _" before ordering anything else. The _ _ 25 _ _ _ brought Rob a _ _ _ _ _ _26 _ _ _ _ and then _ _27_ _ _ _ _ away the rest of the dishes. As Eileen _ _ _ 28 _ _ _ Rob for the _ _ _ _29_ _ _ _ _ _ _ _ 30 _ _ _, the _ _ _ 31 _ _ was being _ _ 32 _ _ _ by the waiter. "Oh, but it isn't over yet! Now it's time for _ _ 33 _ _ _ _." Rob replied. Eileen ordered the chocolate _ _ 34 _ _, Rob, the homemade _ _ _ 35 _ _ _ _ _. The waiter poured more coffee and brought the check _ _ _36_ _ _ _ _. Rob thanked him and paid the bill. Then he and Eileen decided to complete the evening with a walk in the park.

_ _ _ _ _ _ _ _ _ _ _

NAME _____ DATE _____

ACCEPTING CRITICISM

Try to listen as objectively as possible to others' comments and criticisms. If you react defensively, get angry, or become overly sensitive, you will discourage people from making helpful suggestions in the future. It is difficult to separate yourself from your art, project, bad habits, or sports technique, but *try*. Accept criticism good-naturedly.

Several students in a speech and drama class performed individually before a panel of judges. The judges wrote comments on rating cards, which were given to each student. Below are some students' reactions. In the space provided, write what is wrong in the students' attitudes. Then select one of the students and rewrite his or her comments as if they were your own on the back of this page, accepting the criticism maturely and objectively.

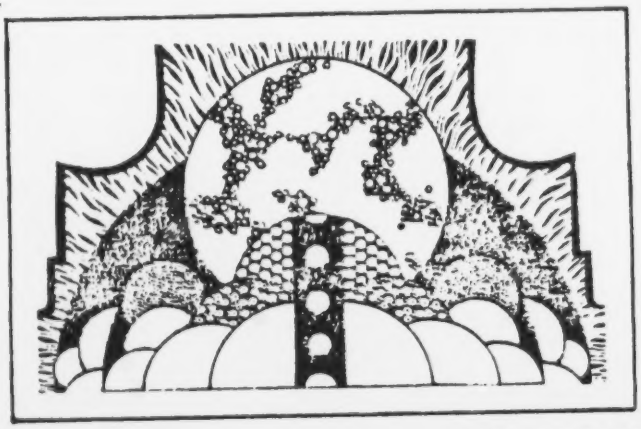
COMMENTS	YOUR REMARKS
S: One of the judges said my selection of topics could have been more lively. Imagine! My father helped me select "The Behavior of Earthworms," and he's a well-known scientist. I spent hours researching it, too. Another judge wrote that my voice didn't project across the room. Is it my fault I don't have a loud voice? (fights back tears)	
R: One judge wrote that I was overdramatic and needed more control. I went up to him afterwards and asked if he had seen Bette Davis in the movie role. I was no more overdramatic than she was, I told him, and she's the best! I asked him if he had been an actor, and he said no. That figures. How can someone who has never acted judge an actress? That burns me up.	
D: The judges all loved my interpretation of King Lear. I received all praise. "Maturely acted," one wrote. "Good sense of timing," another wrote. One even approached me afterwards and said she hoped I would pursue acting after high school. I did outdo myself today. I thought the judges were qualified to recognize honest acting.	

NAME _____ DATE _____

OFFERING CRITICISM

Criticism is a delicate art. Its intention is to help a person improve by offering feedback. When criticizing, you should always consider the other person's feelings. Make an effort to understand the intentions of the person you are criticizing and let him or her know how successfully the intentions were realized. Try to find something positive to say. You can be honest without being brutal.

Below is a drawing submitted by Sarah to her art workshop. Read the following comments made by workshop members. In the space provided, write what you find wrong with each style of criticism. Then after carefully considering the drawing's flaws and good points, write your own paragraph of criticism.



COMMENTS **YOUR REMARKS**

M: I hate abstract designs, so I don't feel I can comment objectively on this.

R: This drawing displays an amateur talent. It's not very original and shows a comic-book mentality. My five-year-old sister could draw that!

D: I've known Sarah all my life and I think she has always been a good artist, very imaginative and free-spirited.

J: It's very nice, Sarah. I like it.

K: If this were my project, I would have tried to convey a sense of realism and honesty. This seems too flighty and escapist for my taste.

YOUR CRITICISM

NAME _____ DATE _____

EMPLOYEE-EMPLOYER RELATIONS

As an employee, you must be polite to your boss, whether or not you like or respect him or her. However, you owe it to yourself and your co-workers to let your employer know about problems on the job.

Read the following situation and consider several different ways in which it might be handled. List the advantages and disadvantages of each approach in the chart below. Finally, write a paragraph detailing the best way the situation could be handled.

SITUATION

You and several other employees have been working in a large restaurant long enough to have become familiar with daily procedures. Mrs. Stein, the restaurant owner, has hired as manager her nephew Alfred, who has had no previous restaurant experience. Although Alfred has been working only two weeks, his mismanagement has caused many problems for the employees. Some of these problems have affected customers as well. Morale is low; no one wants to work under Alfred. How should the employees handle this situation? (Some alternatives might be: confront Alfred with his bumbling and hassle him so he'll quit; wait awhile and hope Alfred will learn on his own; complain as a group to Mrs. Stein.) Try to consider other alternatives. What should be done and said, to whom, and in what manner?

POTENTIAL SOLUTION	ADVANTAGES	DISADVANTAGES
1.		
2.		
3.		
4.		
5.		

YOUR PARAGRAPH

NAME _____ DATE _____

DEALING WITH CUSTOMERS

If you have a job that requires you to deal with the public—whether as a waiter, salesclerk, receptionist, or mechanic—you should realize that one way to get along with customers is to anticipate their wants. Customers usually appreciate the attention. When they don't, or when customers are irate or rude, try to keep cool and do your job efficiently and pleasantly.

Choose a partner, and read aloud the following dialogue between a salesclerk and customer at a department store. Discuss any comments or changes that you think would improve the conversation. Write these suggestions in the column below. Then on the back, rewrite the dialogue together, making it more courteous.

DIALOGUE	COMMENTS
Customer: May I have some help?	
Salesclerk: What's the problem, ma'am?	
C: No problem. I just wondered if you had an extra-large size in this shirt.	
S: Who is it for?	
C: Why. . .my husband.	
S: Uh-huh. (winks) Are you sure there are none in that pile?	
C: I didn't see any. Would you have more in the stockroom?	
S: We might. (pause)	
C: Would you mind checking?	
S: Normally I'd check on it, ma'am, but if I go there's no one else to mind the till. I'd hate to get in trouble for leaving the cash unguarded, you know? Why don't you ask the floor manager?	
C: Where is the manager?	
S: She must still be on coffee break. She'll be back any minute, though. While you wait, why not look over these velour shirts? We have extra large in these. I know because I bought one myself. It's a nice, warm shirt. Actually, it's a much better shirt than the one you're looking at.	
C: I really am in a hurry, young man. (angry) I've never known this store to be uncooperative before!	
S: Uncooperative! Hey, lady, no one is begging you to shop here.	
C: Well, I won't be shopping here any longer! (walks off)	
S: (to himself) I can't believe how obnoxious some people can be. They act like they own the store! (turns to another customer) Did you see that lady huff out of here? Whew! Good riddance, I say.	

THANK-YOU NOTES

Probably the most common type of social correspondence is the thank-you note. It needn't be long, but it should be thoughtful and individualized. Mention the gift and comment on how you are using or enjoying it (even if you aren't). And try to answer promptly.

Below is an example of a tactless thank-you note. Read it and mark any corrections or improvements you would make (including grammar).

Dear Aunt Tessie,

I got the scarf you sent for my birthday awhile ago. Thanks a lot, but the colors don't match my winter coat at all. It does seem warm, though. The only thing is wool itches my neck. Mom said you knit it yourself. You shouldn't go to all that trouble with your arthritis and everything, besides you can buy them just as cheap. Thanks again.

Love,

Arnold

BREAD-AND-BUTTER LETTERS

The bread-and-butter letter is written to thank someone who has been your host or hostess for an overnight stay or a longer visit. A bread-and-butter letter should be written promptly—that is, within a day or two after you return home. In it, you might mention the activities you enjoyed or the people you met while visiting. You might also express an intention to return your host's invitation (if you plan to).

Read the letter below, making any necessary improvements and corrections.

Dear Mr. and Mrs. Petersen,

I'd like to thank you for putting me up that weekend in July. Sorry I didn't get around to writing sooner, but I thought I'd kill two birds with one stone by wishing you a Merry Christmas too. We are planning to go to the Ozarks over the holidays. Anyway, I did enjoy meeting everyone at your summer home, but I've forgotten almost everyone's names. Oh well. Maybe I'll see them again next July? By the way, I lost Sonny's college address, so next time you talk to him would you tell him to write me? Thanks.

Yours truly,

Jeannette

In the space below, write your own bread-and-butter letter to your friend's parents, at whose home you spent a weekend.

LETTERS OF CONDOLENCE

Probably the most difficult type of letter to write is the letter of condolence. It's difficult to know what to write to someone whose friend or relative has just died. Mentioning a particular remembrance or characteristic of the deceased person can bring comfort to his or her family or friends. The most important thing to remember is to be sincere and use your own words; don't try to be formal or artificial.

Read the letter of condolence below, marking any corrections or improvements you would make.

Dear Andy,

I was extremely distressed to hear of the untimely demise of your sweet, angelic aunt. In your time of bereavement I can only ponder the trials and tribulations you must be experiencing. The road of life has its ups and downs and we must all sip of the bitter as well as the sweet. It is a far, far better place where she will be going, I am sure. I trust she has remembered you in her last will and testament for all you, her favorite nephew, have done for her.

Yours in sorrow,

Ralph

ATTENDING A FUNERAL

The most important thing to remember about funeral behavior is to be sensitive and sympathetic. Any kind, sincere words you say to the family of the deceased will help ease their pain. Try to find out what is appropriate behavior before taking any action; each religion has its own customs regarding funerals. (For example, Orthodox Jews do not believe in sending or accepting flowers for a funeral.)

Read the following statements and rank them in the number column by circling the number of your choice: (1) SD, Strongly Disagree; (2) D, Disagree; (3) NS, Not Sure; (4) A, Agree; (5) SA, Strongly Agree. Be prepared to defend your answers in class.

	SD	D	NS	A	SA
1. Unless the words "Funeral Private" appear in the newspaper death notice, any friend or relative of the deceased may attend the services.	1	2	3	4	5
2. Only close friends and relatives attend the burial ceremony.	1	2	3	4	5
3. Flowers should always be sent to the funeral parlor or church.	1	2	3	4	5
4. It is considered poor manners to request that a donation to charity be made instead of sending flowers.	1	2	3	4	5
5. If you attend a funeral, it is not necessary to send a letter of sympathy.	1	2	3	4	5
6. If you visit the funeral parlor before the funeral services, you should sign the register.	1	2	3	4	5
7. You may offer condolences to family members at the funeral home or when visiting them at their home.	1	2	3	4	5
8. Ushers at the funeral will seat close friends and relatives in the front rows of the church.	1	2	3	4	5
9. The congregation leaves the church before the pallbearers and family members.	1	2	3	4	5
10. It is in poor taste to prepare food for the family of the deceased.	1	2	3	4	5
11. Families of the deceased wear black for a period of mourning, usually from six months to a year (in the United States).	1	2	3	4	5
12. No jewelry should be worn to a funeral.	1	2	3	4	5
13. Dark or quiet-colored clothes should be worn by all who attend a funeral.	1	2	3	4	5

THE WEDDING GUEST

Some weddings are formal affairs; others are small, casual gatherings of friends and family. Formal weddings can be awesome for the bridal party as well as the guests, but actually there are only a few simple rules for guests to follow.

Pretend that you've been invited to Rob and Eileen's evening wedding and reception, a large formal affair. They are being married in church and will have the reception at Eileen's parents' country club. In the space provided, test your knowledge by writing what you would do and/or say as a guest in each circumstance.

ON RECEIVING INVITATION	YOUR RESPONSE
1. Must you RSVP?	
2. Can you telephone your response?	
3. To whom do you respond?	
4. When should you give your gift?	

AT THE WEDDING CEREMONY

5. When entering the chapel, where should you sit?
6. What should you do when the mother of the bride is seated?
7. What should you do when the bride enters?
8. If a religious ceremony is conducted and you are not of that particular faith, what should you do?
9. After the ceremony, when should you leave?

IN THE RECEPTION LINE

How should you greet the following:

10. the bride
11. the bride's parents (whom you know)
12. the groom
13. the groom's parents (whom you've never met)
14. the bridesmaids

AT THE RECEPTION PARTY

15. When should you begin to eat or drink?
16. When should you begin to dance?
17. Should you ask the bride (or groom) to dance?
18. Should you introduce yourself to other guests?
19. How much time should you spend talking with Eileen or Rob?
20. When should you leave the party?

MANNERS IN PUBLIC PLACES

People often judge one another on their public manners. Being considerate to strangers makes the day flow more easily and takes no more energy than being rude.

Read the following paragraphs. Some phrases are preceded by letters. Consider each lettered phrase and decide whether you think the action displays thoughtfulness or rudeness.

Susan and Terry are walking to the bus stop when they meet Becky and Peter. (a) The four of them continue walking down the sidewalk four abreast. (b) When meeting other pedestrians they divide into twos, keeping to the right side. (c) Susan stops to say hello to Jon, whom she meets walking towards her. (d) Jon is wearing sunglasses, which he leaves on while they talk. (e) The others continue to walk on slowly without Susan. She catches up with them shortly.

When they reach the bus stop, Susan and Terry wait for the bus that will take them to the zoo. Peter and Becky say good-bye and continue walking. (f) The bus arrives and Susan gets on first, (g) followed by Terry who pays both fares. (h) Since there is only one empty seat, Terry gestures for Susan to sit. (i) She sits near the window and opens it wide. (j) She spots her friend Linda coming out of a store and calls, "Hey, Linda! How's it going?" (k) At the next stop a fragile older man gets on, and Susan offers him her seat.

(l) When Susan and Terry reach their destination, Terry gets off first to help Susan down. It begins to rain. (m) Susan opens her umbrella, which Terry takes from her and holds over them both. They run towards the nearest building, the art museum, and decide to look at the Indian art on the fourth floor until the rain stops. (n) They enter the elevator and step as far back as possible. (o) An older man is puffing on a cigar in the elevator. (p) Susan asks him if he would mind extinguishing the cigar, adding that no smoking is allowed anywhere in the museum. (q) Scowling and grumbling, he obliges.

When the rain lets up they walk to the zoo and spend the afternoon there. Then they stop for supper before heading home. (r) When they reach Susan's dark apartment building, Susan unlocks the door and Terry steps in before her. (s) Susan thanks Terry and they say goodnight at the door.

THOUGHTFUL MANNERS **INCONSIDERATE MANNERS**

CHARACTERISTICS OF AN ATTRACTIVE PERSONALITY AND HOW TO DEVELOP THEM

Personality: What is it?
A. Those things about a person which makes them different from another perso
B. Has to do with those qualities of being a person rather than a thing.

Below, in the left hand column under characteristics, you will find nine desirable personality characteristics. Read each one of these and check those you have. If you do not have these characteristics look to the right of each characteristic and check those you are able to do under "How to Develop It."

Characteristics Do you have these? (check)	How to Develop It Can you do these? (check)
___1. Attractive Appearance	___1. Keep yourself clean. ___2. Dress neatly and suitable. ___3. Avoid gaudy and clashing colors. ___4. Avoid freaky styles. ___5. Use a deodorant. ___6. Find a suitable hairstyle. ___7. Keep nails well groomed.
___2. Good Posture	___1. Head up. ___2. Shoulders back. ___3. Free swinging style of walk. ___4. Deep breathing. ___5. Systematic exercise. ___6. Correct sitting posture.
___3. Good Manners	___1. Avoid talking while others are talking. ___2. Courtesy to others. ___3. Respect for rights of others. ___4. Avoid talking about others.
___4. Correct Speech	___1. Avoid profanity. ___2. Use proper grammar. ___3. Pronounce words properly. ___4. Speak distinctly. ___5. Avoid slang. ___6. Use the correct word.
___5. Self-confidence	___1. Ability to stick to it. ___2. Become a good workman. ___3. See a job through. ___4. Mingle with people. ___5. Be, think, and tall success. ___6. Practice intelligent conversation. ___7. Be sure you know what you are talking about.

Characteristic	How to Develop It
____6. Pleasant Disposition & Initiative	___1. Try to see what needs doing and do it. ___2. Look on the bright side of life. ___3. Be friendly to everyone. ___4. Don't play jokes on others. ___5. Be serious if occasion demands it. ___6. Avoid boisterous talk.
____7. Agreeable (Getting Along With Others)	___1. Do not be a bully. ___2. Get the chip off your shoulder. ___3. Do not gossip. ___4. Avoid unnecessary arguments. ___5. Be reasonable and patient. ___6. Try to understand the other person's point-of-view. ___7. Consider the other person's feelings. ___8. Be courteous to everyone. ___9. Give everyone credit for doing their best. ___10. Aim at honest cooperation. ___11. Think before you act.
____8. Wholesome	___1. Do not brag. ___2. Do not pretend to make an impression. ___3. Do not be a "yes" man. ___4. Do not misrepresent the facts. ___5. Do not pretend to be something you are not. ___6. Develop honest convictions. ___7. Express your convictions frankly and tactfully when asked. ___8. Be square and fair to everyone. ___9. Do not betray those who trust you.
____9. Loyalty or Reliability	___1. Be trustworthy. ___2. Complete assignments on time. ___3. Attend school regularly. ___4. Do not be two-faced. ___5. Try to improve your school, not tear it down. ___6. Stand up for what you feel is right

BARRIERS TO COMMUNICATION

An awareness of some of the barriers to communication can help you learn to communicate more effectively. Match each situation below to the communication barrier it describes.

A. During break time, some of the employees were discussing rock groups. Marva had a different opinion from Jack. "You are wrong, and you're stupid," she told him and walked out of the room.

B. Barry never waits until a person has finished talking. He just breaks right into the conversation with his ideas.

C. Jeremy was telling Sam about his experience with an angry customer. Even though Sam wasn't listening, he looked at Jeremy, nodded his head, and said, "Uh-huh, uh-huh." When Jeremy finished talking, he asked, "What would you have told her?" Sam just looked at Jeremy and didn't know what to say.

D. Mr. Lee is putting all the jeans in his store on sale for $10.00. He wants Marissa to change the price tags. "Tag all the jeans at ten," he tells her. Marissa thinks she understands, and at exactly ten o'clock she goes to put price tags on the jeans. She notices that they are already marked $13.99 and wonders why Mr. Lee told her to put price tags on them.

E. Fred is telling Jane about the new company policy on borrowing equipment. Although she is listening, Janes keeps looking past Fred at the doorway so she can see when her boyfriend comes in.

F. Brenda and Suzanne have not been getting along at work. Brenda approaches Suzanne and says, "I

____ 1. Critizing instead of explaining

____ 2. Poor eye contact

____ 3. Ordering when you should be asking politely

____ 4. Interrupting

____ 5. Thinking ahead when you should be listening

____ 6. Fear of speaking up

____ 7. Misunderstanding

____ 8. Pretending to listen

____ 9. Ignoring what is said

____ 10. Rudely disagreeing

really think we should talk about our differences." Suzanne turns to Carl, another worker, and says, "Are you going to the game this weekend?"

G. Dave is a new employee. He has been asked to handle the mail. He goes to Diane to ask her a question about how to use the mailing machine. Diane says, "How many times do I have to explain this to you? Why don't you use your head once in a while?"

H. Ellen was telling Gene about her new idea for a sales campaign. While she was talking, Gene kept thinking, "Wait until she hears my idea. I'll tell her all about the promotional possibilities... ."

I. Frank started working at the hospital one week ago. Mrs. Juarez, the supervisor, has been watching everything he does. This makes Frank very nervous but he doesn't know how to tell her.

J. Mark turned from his cash register and said, "Jean, get me some quarters. I need them right away."

LISTENING

One of the most important parts of communication is listening. Poor listening habits are usually the cause of communication problems. Rate your listening habits on the scale below by circling one of the numbers (1 through 5) after each item.

		Usually	Often	Sometimes	Not usually	Hardly Ever
1.	After only a short period, of listening, I start thinking about what I'm going to say next.	1	2	3	4	5
2.	If I don't like a person, I don't really listen to what she/he is saying.	1	2	3	4	5
3.	I interrupt others before they are finished talking.	1	2	3	4	5
4.	I fake attention.	1	2	3	4	5
5.	I talk mostly about myself.	1	2	3	4	5
6.	I ask questions.	5	4	3	2	1
7.	I give other people a chance to talk.	5	4	3	2	1
8.	I try to see things from the other person's point of view.	5	4	3	2	1
9.	I maintain good eye contact when listening.	5	4	3	2	1
10.	I get so busy taking notes that I miss some of what is said.	1	2	3	4	5
11.	I get distracted easily.	1	2	3	4	5
12.	I let my mind wander or I daydream when someone is talking.	1	2	3	4	5

ADD THE CIRCLED NUMBERS TO GET YOUR SCORE: _____

45-60 You are a good listener and probably make few mistakes at work. More than likely, people enjoy talking to you and being with you.

31-44 You need to improve your listening skills. This will also improve your job performance.

12-30 You are a poor listener. You have probably lost some friends or made mistakes at work because of your poor listening habits.

GOOD GROOMING

The purpose of this activity is to rate your own grooming.

You will want to look your best on your new job. It shows respect for your employer. Part of looking your best is good grooming. That means being clean, neat, and having good taste in the way you dress. It shows in your hair style and clothing, too.

Use the checklist below to rate your grooming.

Check the boxes that apply to you:

BODY	____ Daily bath or shower	____ Body odor
	____ Use deodorant	____ Needs shaving
	____ Underarms dry and clean	____ Dirty skin
HAIR	____ Clean	____ Dirty
	____ Neat	____ Needs trimming
FACE	____ Clean	____ Dirty
	____ Fresh, natural looking	____ Beard stubble
		____ Heavy makeup
TEETH	____ Clean, brushed often	____ Not brushed today
	____ Clean breath	____ Bad breath
HANDS	____ Clean	____ Dirty or stained
	____ Nails trimmed	____ Nails too long
		____ Nails chewed off
POSTURE	____ Stand and sit straight	____ Stoop or slouch
CLOTHES	____ Correct for work	____ Not correct for work
	____ Clean	____ Dirty or stained
	____ Look pressed	____ Wrinkled
	____ Fit well	____ Fit poorly
SHOES	____ Correct for work	____ Not correct for work
	____ Clean, polished	____ Dirty or scuffed

HOW I FEEL ABOUT MYSELF

For each question, draw a circle around the number that best states your feeling.

	Not at all	Not very often	Some of the time	Most of the time	All of the time
I am friendly.	1	2	3	4	5
I am happy.	1	2	3	4	5
I am kind.	1	2	3	4	5
I am brave.	1	2	3	4	5
I am honest.	1	2	3	4	5
I am likeable.	1	2	3	4	5
I am trusted.	1	2	3	4	5
I am good.	1	2	3	4	5
I am proud.	1	2	3	4	5
I am lazy.	1	2	3	4	5
I am loyal.	1	2	3	4	5
I am cooperative.	1	2	3	4	5
I am cheerful.	1	2	3	4	5
I am thoughtful.	1	2	3	4	5
I am popular.	1	2	3	4	5
I am courteous.	1	2	3	4	5
I am jealous.	1	2	3	4	5
I am obedient.	1	2	3	4	5
I am polite.	1	2	3	4	5
I am bashful.	1	2	3	4	5
I am clean.	1	2	3	4	5
I am helpful.	1	2	3	4	5

95 - 100	80 - 94	60 - 79	40 - 59	Under 40
Super	Great	Good	Fair	Poor (needs improvement)

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What's Getting Along With Others All About?

Sticks and Stones May Break My Bones, But Names Will Never Hurt Me.....

Sometimes the Put-down Punk puts people down just to see them get mad. What could you say or do in each of these stories instead of getting mad?

1. You just gave the wrong answer in Math class. The Put-down Punk says, "Why don't you quit sitting on your brains?"
   What could you say or do? _____
   _____

2. The Put-down Punk says, "If you weren't on our track team, we might be able to win some meets."
   What could you say or do? _____
   _____

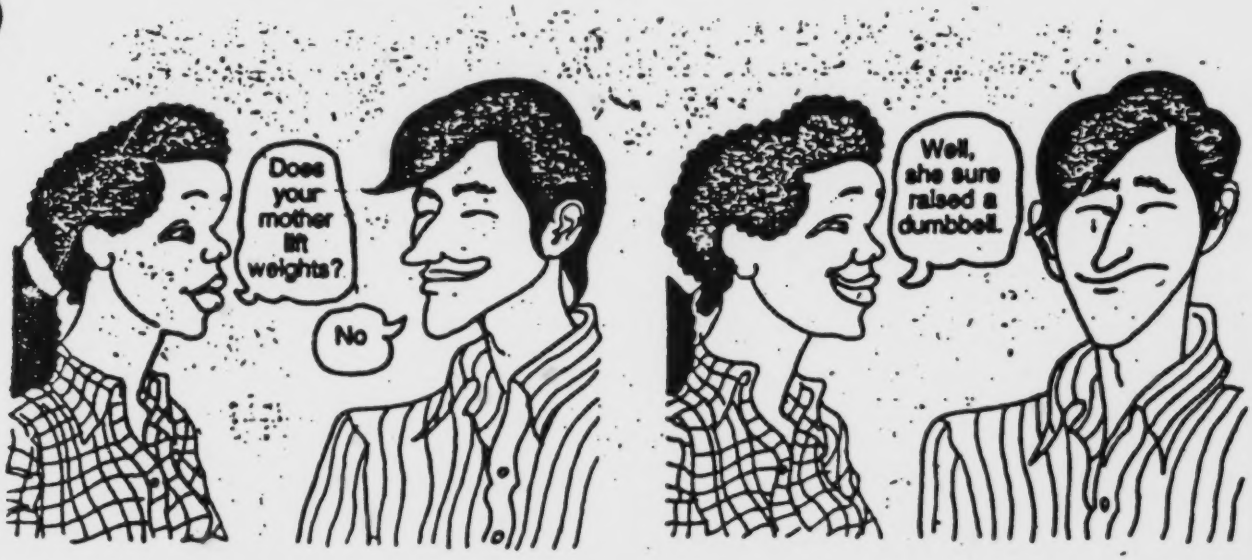
3. You just asked a classmate for a date and were turned down. The Punk says, "Next time, ask a French poodle. You'll probably have better luck."
   What could you say or do? _____
   _____

4. You trip on your way to the pencil sharpener in English class. The Put-down Punk laughs very loudly and points to you.
   What could you say or do? _____
   _____

5. The Punk says, "Next time I'm passing the zoo, I'll wave to your relatives."
   What could you say or do? _____
   _____

Each one of these people has just been put down by the Punk. Some of them got mad. Some of them kept their cool. Put an X on the ones who did <u>not</u> keep their cool.

What's Getting Along With Others All About?



What do you think of the Put-down Punk? There are many possible reasons why the Put-down Punk puts people down. Think of three reasons and write them below.

1. _____

2. _____

3. _____

The Put-down Punk doesn't get along with others. What do you think the following people think about the Put-down Punk? What might they say or do? Write your thoughts below.

1. Other players on a basketball team _____
_____

2. People at a party _____
_____

3. Others students in the Punk's class _____
_____

4. The Punk's family _____
_____

5. People at a dance _____
_____

What's Getting Along With Others All About?

Trust Me.....

If you are going to get along with others, you have to be the kind of person others can trust. Read the story below and then answer the questions at the end.

Harry Richards was dating Carol Johnson. After a movie they went to get a pizza. Harry told Carol that he was thinking about quitting school. His grades were all right and he liked school. It was just that he wanted to work and make some money. Harry knew that his parents would be upset so he asked Carol not to tell anyone. She promised that she wouldn't.

The next morning Carol met her best friend, Kim, before class and said, "Kim, Harry is quitting school. Don't tell anyone."

"You're kidding," Kim said. "Why? Is he flunking out?"

"No, but his grades aren't too good. He's really tired of school and he's got a chance for a good job."

"I hope he doesn't quit school. You'll really miss him, Carol. Do you mind if I tell my brother, Paul? He's a good friend of Harry's and won't tell anyone."

"Well, okay. But tell him not to say anything to Harry."

Answer True or False to the questions below.

Carol was breaking her promise to Harry. _____

Carol was trying to hurt Harry. _____

Carol was helping Harry by telling Kim. _____

Carol and Kim were gossiping about Harry. _____

Carol lied about Harry's grades. _____

It was all right for Kim to tell Paul. _____

Carol did not reveal any secrets. _____

Harry has a right to be mad at Carol. _____

Carol can be trusted with a secret. _____

TEACHER'S GUIDE

INTRODUCTIONS

Formalities in introductions are not really important. There are some standards here, although you may want to discuss and consider differing answers. Perhaps you might have students divide into small groups or discuss their answers with the entire class. Suggested responses are:

(1)	1 or 2	(Should be "Jill, this is John Cugat. John, this is Jill Blume.")
(2)	4 or 5	
(3)	4 or 5	
(4)	4 or 5	
(5)	4 or 5	
(6)	4 or 5	
(7)	Depends	(It is considered defiant in some Oriental and Hispanic cultures.)
(8)	4 or 5	
(9)	1 or 2	
(10)	1 or 2	

Some students may be familiar with the rules of etiquette specifying what person should be introduced first in different situations. Most teenagers, however, will agree that such rules are less important than common courtesy. And for many, just remembering to make introductions is a step forward.

SOCIAL CONVERSATIONS

Students may work alone or in pairs. You may want to have them discuss their answers afterwards in small groups or with the entire class. Here are some suggested responses:

(1) Listen politely. When a convenient opportunity arises, try to change the subject. Perhaps your fiance will come to your rescue.

(2) Take a small piece of meat along with other foods (you don't have to eat the meat). Or pass the meat platter without saying anything. If asked, simply say that you are a vegetarian. Don't give a lecture on the advantages of vegetarianism.

(3) The friend could be tired or bored. You might say, "You must be tired from travelling." If he doesn't perk up, maybe it's because you've been talking too much, or perhaps he is tired. Try changing the subject; ask him about himself. If you still don't get a response, stop talking, excuse yourself, and move on.

(4) You could either excuse yourself without challenging him, or you could tell him his comments offend you, and then excuse yourself. Don't embarrass your brother by arguing with his friend.

(5) Ask the person about himself or herself. Talking first about your interests or talents, or making "clever" comments about others at the party, is not in good taste. The best way to carry on a conversation is to bring out the other person and go on from there.

(6) As host, you will take the guests' coats, introduce them to one another, and refresh their drinks. You won't be expected to talk for a long time with any one person. You might ask about activities they share with your parents, or ask about their children. Chances are they'll keep the conversation rolling. If you get stuck, you can always excuse yourself to tend to your duties.

DANCES: CASUAL AND FORMAL

Teenage dances are very "loose" these days, yet they need not foster rudeness. This exercise provides teenagers with some basic criteria for dancing interactions. Since most dances are parties at someone's home, teenagers may have to deal with moral and legal issues (such as drinking and pot-smoking) as well as etiquette. Some of these types of questions are included. You may want students to divide into small groups to discuss their answers. Here are some guidelines for responses:

(1) Guests should receive written invitations for a formal dance, but telephoned invitations are fine for an informal dance. In either case, the host should specify the starting and ending hours of the dance.

(2) Guests don't have to arrive promptly at starting time for a formal party or prom; they may arrive up to one hour later. At a small, informal party, however, guests should be on time.

(3) If you'd like to dance with someone who asks you, smile and say, "Yes, thank you," or "I'd love to," or even "Sure!"

(4) If you don't want to dance with someone who asks you, smile and say, "No, thanks, I think I'll sit this one out." But then don't immediately accept an offer to dance with someone else. Wait for the next dance. (You might invite the person to sit with you.)

(5) After dancing, you may either dance the next one together or walk to the sidelines together. The partners should thank each other.

(6) It depends: generally it is perfectly acceptable among young people in many places.

(7) You can say you'd like to rest awhile. If your partner still seems to cling to you even when not dancing, you can excuse yourself and duck into the rest room or get something to drink. You might ask a friend to dance with your former partner.

(8) If someone wants to cut in on a dancing couple, he should tap the boy lightly on the shoulder and ask, "May I?" Neither the boy being tapped nor the girl should refuse. Also, it is considered bad manners for the first boy to cut back during the same dance. (Most young people no longer cut in, except in a jesting tribute to the past.)

(9) You should dance at least the first and last dances with your date.

(10) If you don't wish to participate, simply say, "No, thanks," and move on. Don't let anyone hassle you about it.

(11) A boy should ask his date what color her dress is, so that the flowers won't clash with it. He might ask her if she likes to wear corsages (some girls don't).

(12) You or your chaperone-hosts should greet everyone at the door. If someone uninvited arrives, refuse to let the person in by saying, "I'm sorry, this is a private party." If the crasher is very persistent, tell him or her you'll call the police.

(13) Guests should at least greet and shake hands with the chaperones upon arrival, and thank and bid them good night when leaving.

(14) Tell the person firmly that you don't want any liquor at your dance. If the person insists on drinking it, ask him or her to leave.

(15) You should still leave with your date. You can make future arrangements with the other person if you wish.

(16) The host should direct the band to stop playing (or turn off the stereo) at whatever "quitting time" has been stated on the invitations. Guests should leave as soon as the music stops and not urge the host for "just one more tune."

TELEPHONE CONVERSATIONS

This exercise may best be done in pairs. Or you may ask two students to read the dialogue aloud while the rest of the class takes notes. Most students probably will not recognize many of the "poor manners" named below. Teenagers are notorious for

long, detailed phone conversations. (Often a tightly scheduled school day with after-school commitments prevents friends from seeing each other in person, so the phone must be their main link.) However, the poor manners dealt with on this page involve basic discourtesies they should be aware of: the caller asking, "Who's this?" and not introducing herself first; Cathy's telling a joke before testing Ralph's mood (he was upset); Cathy's not asking if Ralph was free and calling just to talk; Ralph's eating and talking to others while on the phone; Cathy's not coming to the point of her call immediately; Cathy's tying up the phone while babysitting.

TABLE MANNERS

Actual sentences and paragraphs will vary. Here are the standards of table manners for each situation:

(1) Wait for the hostess unless she urges you to begin eating without her.

(2) According to some etiquette books, it is all right to ask the hostess for salt and pepper; other books state that you should say nothing about it.

(3) Let the soup cool; never blow on it.

(4) Never spit out hot food; take a sip of water.

(5) & (6) If you get gristle or bad food, place the napkin over your mouth as a cover and remove the food with your free hand, placing it on the edge of your plate. You might try covering it with a crust of bread or a parsley sprig.

(7) Take a small portion of the vegetable on your plate and leave it there without saying anything.

(8) Turn your head away from the table and cover your mouth with your napkin when you feel a sneeze coming on.

(9) If you've spilled only a small amount, silently wipe it up with your napkin. If it's a large amount, or if it will stain the tablecloth, apologize. The hostess should offer to get a sponge and mop it up. Don't make a "big deal" out of it.

(10) If food is wedged between your teeth, don't pick at it at the table or manipulate it with your tongue. Excuse yourself and dislodge it in the bathroom. No explanation is necessary.

(11) If you cannot comfortably reach the sugar bowl (without disturbing someone else or standing up), ask for it to be passed.

(12) If a second helping is offered, accept it if you wish. But it is impolite to ask for seconds -- there may not be any extra food.

(13) The hostess should not allow the dog to beg at the table. If it annoys you, ask her if she'd mind removing the dog until after supper.

(14) If the hostess does not offer tea, coffee, or dessert, do not ask for it.

(15) After eating, remove the napkin from your lap, fold it, and place it on the left side of your plate.

(16) The hostess should suggest when to leave the table.

(17) Don't leave for the evening right after dinner; yet don't stay so long that everyone else is yawning. Take your cue from the hosts and try to leave while you're still welcome. Thank them and say good night.

INFORMAL DINING

(1) 4 or 5. It is bad manners to suggest splitting the check after someone has assumed responsibility for it. A woman generally suggests "going Dutch" since men don't want to appear "cheap." She should discreetly hand over her share to the man when the bill is presented. He should matter-of-factly accept it -- no disputes.

(2) 4 or 5. Also, apologize to the waiter.

(3) 4 or 5.

(4) 1 or 2. Complain quietly but firmly and send it back to the kitchen.

(5) 1 or 2. The waiter is not responsible for the quality of the food -- just the service. Complain to the manager.

(6) 1 or 2. Everyone likes to hear compliments -- waitresses are no exception. It is a thoughtful practice.

(7) 4 or 5.

(8) 1 or 2. Leave an appropriate tip: 10 to 25 cents for a check under $1.00; 15 percent for anything over $1.00.

(9) 4 or 5.

(10) 4 or 5.

(11) 4 or 5. If it is a "seat-yourself" restaurant, one of you can make a suggestion to the other: "How about the table by the window?" Then one of you leads the way directly to it.

(12) 1 or 2. Instead, gesture with a hand raised at about eye level. If the waitress is not looking in your direction, call, "Waitress," not "Miss" or "Ma'am."

(13) 4 or 5. Or one person can do the calculating at the table and have the others pay him or her. First, however, check over the bill. Point out any mistake to the waiter -- pleasantly.

(14) 1 or 2. Complain to the headwaiter or manager. But first try to notice if the waiter was simply overextended because of a staff shortage. Give him the benefit of the doubt.

FORMAL DINING

(1) restaurant	(13) napkin	(25) waiter
(2) expensive	(14) served	(26) finger bowl
(3) wine list	(15) ordered	(27) cleared
(4) fireplace	(16) special	(28) thank
(5) chandelier	(17) engaged	(29) exceptional
(6) candle	(18) interesting	(30) dinner
(7) waiter	(19) conversation	(31) coffee
(8) introduced	(20) dinner	(32) poured
(9) water glasses	(21) courteous	(33) dessert
(10) perused	(22) recommended	(34) torte
(11) nibbled	(23) wine	(35) ice cream
(12) appetizers	(24) breather	(36) promptly

The message: Reward attentive service with a generous tip.

This master may be used as the basis for discussing service and behavior in fancy restaurants. Some students may need to have items like "finger bowls" explained. Many students may know more about expensive restaurants from movies and television than from their own experience.

OFFERING CRITICISM

Masters 14 and 15 should be used together. Teenagers often have a difficult time offering and receiving criticism. Criticism is often seen as negative, especially when given by a parent or a teacher. These exercises are intended to illustrate how criticism can be helpful if offered and taken in the right spirit.

M. is copping out by refusing to evaluate the design's strengths and weaknesses. She is categorizing the design, not critiquing it on its own merits. R. is offensive in his use of put-downs. Sarah would probably dismiss any element of truth in his comments. This kind of criticism may make him feel superior, but it hurts and frustrates Sarah. D.'s comments are well-meaning but too personal. She is critiquing Sarah's personality, not her drawing. J. is too vague and noncommital. K. is projecting his own tastes instead of trying to understand Sarah's intentions. None of these comments is specific enough to help Sarah improve.

ACCEPTING CRITICISM

This master should be used with No. 14. Students should understand that accepting criticism maturely is an important quality to cultivate. Constructive criticism is not intended to devastate, just as praise is not intended to inflate.

In the examples, all three students are unable to detach themselves from their presentations and learn from the criticism. S. and R. both act defensively. S.'s comments indicate that she is overly sensitive and takes criticism personally. Therefore, her refusal to heed the judges' well-meaning advice will prevent her from improving any future speeches. R. reacts too angrily. By disparaging the judge's credentials and "one-upping" him, she convinces herself he was wrong, so she must have been right (rationalization). This tactic blots out any helpful advice. D. is a poor winner. He did well, but his arrogance might impede him in continuing to learn and work hard, since he assumes he is already quite accomplished. No one wants to hear another person boast.

DEALING WITH CUSTOMERS

Students should work in pairs, or you might ask two students to read in front of the class while the rest follow, taking notes.

Getting along pleasantly with customers can be one of the most trying aspects of any job: often customers treat employees rudely or condescendingly. Discussing this issue in class might generate some heated comments. Certainly, being an employee who must deal with the public should not mean that you can be subjected to any customer's abuse. (Waitresses are often the target of sexist jokes and "passes;" they should not have to stand for this, yet many do because they fear losing their jobs.) Students might want to discuss where to draw the line when dealing with customers.

In this exercise, the salesclerk makes most of the mistakes. He is irresponsible. "May I help you?" is better than "What's

the problem?" He should not ask personal questions. He should offer to check the stockroom when necessary. He should not discuss internal problems or defer his responsibilities to someone else. Although it is all right to suggest a shirt of a different style, he needn't tell the customer that he bought one himself or that it is a better shirt (this might offend rather than impress her). And he should have kept his cool when she lost her temper. She should have let him know right away that she was in a hurry and should not have expected to choose a shirt in such a short time. The clerk should not have tried to involve another customer in the incident.

EMPLOYEE-EMPLOYER RELATIONS

Answers will vary. Encourage students to think through the consequences of each option. Although employees are in a vulnerable position and often must take a lot of harassment on the job, they do have rights. Government offices and union shops have grievance procedures employees can initiate without fear of losing their jobs. As a follow-up assignment or for extra credit, you might have students investigate the legal rights of employees (for example, sexual harassment and the firing of a pregnant worker are now illegal). Unfortunately, most workers are unaware of their rights.

In the example, one solution that would be assertive, fair, and reasonable would be to wait another week or two to see if Alfred begins to catch on. If he doesn't, employees could draft a collective letter outlining the problem and requesting a meeting with Mrs. Stein; or they could select a spokesperson to represent the employees in a meeting with Mrs. Stein (making it clear that they support the spokesperson and that he or she is not acting individually).

THANK-YOU NOTES

Unfortunately, social correspondence is not practiced as widely as it once was. Preprinted cards are often used, rather than a a personal handwritten letter. When asked to write a letter of thanks, congratulations, or sympathy, students often complain that they don't know what to say. Masters 19, 20, and 21 offer models for students to experiment with.

This letter has been sent late and is full of "left-handed compliments." Obviously, any mention of itchy wool, cheapness, or wrong colors is insensitive. The writer should emphasize the fact that the aunt spent time knitting the scarf (despite her arthritis) and should concentrate on the positive features of the gift. Even if a gift is horrendous, the recipient should always try to find something good to say about it.

BREAD-AND-BUTTER LETTERS

The letter is very much overdue and rather insensitive. It could be improved if the writer mentioned specific activities she enjoyed and didn't mention the fact that she'd forgotten everyone's name. If she wants Sonny's address, she should specifically ask for it, not expect the parents to relay the message. Also, she should not hint about being invited next summer.

LETTERS OF CONDOLENCE

It cannot be emphasized enough: writing a letter of sympathy should be done with simplicity and sincerity. It needn't be philosophical or poetic. Mentioning one quality or anecdote about the deceased, or the relationship between the deceased and the person to whom you are writing, can mean a great deal to the family and/or friend. Also, an offer of assistance to the family is thoughtful.

In the example, the language is flowery and false; it should be simply and natural. The philosophizing is better left out -- it is cliche-ridden and insensitive because it is not personal. (Obviously, mentioning the will is in extremely poor taste.) A few sincere lines would be appreciated.

ATTENDING A FUNERAL

You may wish to have students discuss their answers in class. Encourage them to ask related questions, since the subject of funerals usually does not come up until someone has died, a time when decisions must be made immediately. It helps to know beforehand what to expect. For example, after question No. 7, ask students what kinds of things they might say to the bereaved family.

(1) 4 or 5
(2) 4 or 5
(3) 1 or 2. Orthodox Jews believe flowers are an expression of joy; others may have personal, religious, or political objections to accepting flowers.
(4) 1 or 2
(5) 1 or 2
(6) 4 or 5
(7) 4. If you are a close friend, you may pay your respects at their home; otherwise, it is best to do so at the funeral chapel.
(8) 4 or 5
(9) 1 or 2. The congregation is last to leave.
(10) 2. It is customary in many cultures to bring food so the family needn't bother about meal preparation.

(11) 2. In the United States, mourning clothes are no longer worn by most people.
(12) 2. Discreet jewelry, such as a watch, is all right, but nothing flashy should be worn.
(13) 4.

THE WEDDING GUEST

On Receiving Invitations:

(1) Formal, engraved church-wedding invitations need not be answered, but all others should be.
(2) Responses should be handwritten notes.
(3) Addressed to the person who issued the invitation (usually the bride's parents).
(4) Wedding presents are sent before the wedding if possible. However, often at the reception a table is set up on which gifts may be placed. Or you may send the gift after the wedding to the newlyweds' new home. Be sure a card with your name is attached securely to the gift.

At the Wedding Ceremony:

(5) An usher will ask you whether you are a friend of the bride or the groom, and will seat you accordingly (bride's guests on the left, groom's on the right). Special guests will be seated in a reserved section. The usher will offer a lady his right arm; men will walk beside him.
(6) When the bride's mother is seated, the church doors are closed and the organist starts the wedding march. The groom and the best man enter at the front of the church. Guests need not do anything except "look alive." The bride will enter shortly.
(7) When the bride enters, her mother will rise. Guests should then rise and watch the bride walk down the aisle.
(8) Stand when the others stand; kneel when they kneel. You don't have to join in verbally or take communion, however.
(9) Guests stand while the wedding party walks down the aisle after the ceremony; they sit down again to wait while the ushers escort the newlyweds' immediately families. After they are out of the church, guests may begin to leave.

In the Reception Line:

(10) Wish the bride happiness and tell her how lovely she looks. If you're a close friend or relative, you may kiss her (in most cultures).

(11) Remark to the bride's parents on what a beautiful wedding it was.
(12) Congratulate the groom.
(13) Introduce yourself to the groom's parents and briefly mention where you met Rob and/or Eileen.
(14) Say hello and pay a compliment to each of the bridesmaids.

At the Reception Party:

(15) After the receiving line breaks up, everyone goes to the room where refreshments are available. Usually champagne is poured for everyone, and the best man proposes a toast to the newlyweds (other toasts may follow). Then eating and drinking begin.
(16) The bride and groom dance the first dance together. Then the bride and her father, and the groom and the bride's mother dance. Next, the bride and the groom's father, and the groom and his mother dance. After that, the best man and maid of honor, groomsmen and bridesmaids all dance together. Finally, the guests all join in everyone dances.
(17) Once the general dancing begins, the newlyweds may want to dance with others -- anything goes!
(18) Since this is a large party, definitely introduce yourself -- the members of the wedding party won't be able to introduce everyone.
(19) You should not engage the bride or groom in a long conversation since they'll want to circulate.
(20) You should leave immediately after the bride and groom leave -- don't linger, drinking their champagne. If you want to continue the party, go somewhere else to do so.

MANNERS IN PUBLIC PLACES

After students complete this exercise, you might have them divide into small groups to discuss their answers. Thoughtful manners: b, c, e, f, g, h, k, l, m, n, p, r, s. Inconsiderate manners: a, d, i, j, o, q.

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

OBJECTIVE: 002.01 Recognize the influence of attitudes on career choices.

TIME: 1 hour

OUTLINE		STRATEGIES/ACTIVITIES
The effect of attitude upon being a good student. Being a student is the same as having a job.		1. Teacher will lead students in a discussion of "Your Attitude Counts."
	C3	2. Ask students to think of ways being a student compares to having a job.
		3. Students should complete the "Attitude Adds Up" worksheet (Activity #11-6).
	C1	4. Ask students to list characteristics of good students that exemplify good attitudes.

RESOURCES:

Career Skills Student Activity Workbook (Activity #11-6)
Handout: "Your Attitude Counts"

YOUR ATTITUDE COUNTS

**Do you look at things from the bright side or the dark side?

**Do you look at a glass and say it is half-full or half-empty?

**Do you think a gardener is happy because his thorn bushes have roses, or does he grumble because his rose bushes have thorns?

ALL THESE RELATE TO ATTITUDES

1. Attitude is important to the success of anything you do in life, whether it be your school work, a job, your marriage, or working at your free-time activities. Your attitudes are your inner feelings or inclinations toward anything, your disposition to feel one way or another. Certain people have very positive attitudes and exhibit this through their behavior.

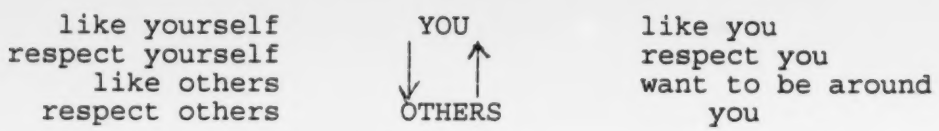
2. Positive people usually:

   A. Try to get along with other people.
   B. Don't have to have their way all the time.
   C. Are courteous and polite when others are talking or performing.
   D. Can carry out directions given by a person in authority without feeling resentful.
   E. Try to help out when someone needs their assistance.
   F. Don't shy away from doing unpleasant tasks, like cleaning up after a project or helping with the dinner dishes.
   G. Are honest about the mistakes they have made.
   H. Are careful using someone else's tools and equipment, whether it be their friend's baseball mitt or the school's microscope.
   I. Accept responsibility for completing the task at hand.
   J. Can accept constructive criticism without pouting or reacting angrily.
   K. Have initiative; for example, they take on additional work, even though they are not told to do so.
   L. Are friendly and cheerful.

3. Can you think of any of your classmates or friends who have these qualities? These people can generally get through a school day without having a hassle with their friends or teachers, can get to class on time, can get along well with their parents without feeling that they have given in to the enemy. They can tackle new responsibilities in school and at home because they're not afraid to fail or to do poorly.

In fact, positive people get more out of life because they have a basic self-confidence, not boastfulness, that makes them attractive to others. People with positive attitudes are well-liked and are well-respected. What's more, the positive attitudes that they exhibit to others are returned to them in the form of respect and being liked by others.

4. WHEN YOU HAVE POSITIVE ATTITUDES...



5. Where do attitudes come from? Many things in your environment influence your inner feelings or attitudes. Your PARENTS, PEERS (FRIENDS), and your OWN NEEDS certainly do.

6. If you grow up in a home where...

> "outsiders" are not trusted,
> adults are critical of one another and the children,
> the future is seen as holding nothing but problems or boredom,

it's likely that you will absorb some of the ATTITUDES. You do pick up adults' cheerfulness or sourness, kindness or cruelty, friendliness or aloofness. This especially happens with parents.

7. Friends greatly influence your attitudes because you want to be accepted by them. If your friends admire good grades and achievement, your attitude toward doing homework and trying your best will be POSITIVE since doing well in school brings you recognition from people who are important to you. On the other hand, if your friends think school is not important, your attitude toward school will be NEGATIVE. In fact, your negative attitude toward school can bring you recognition from your friends if you think as they do.

8. Your OWN NEEDS play a very big part in determining your attitude. For example, we all have the need to succeed in something. If you have experienced nothing but failure and frustration in school, your attitude will be "I don't care." This is true of adults who can't succeed in finding and keeping a job. "I don't care" becomes a realistic but negative way of life. Negative attitudes breed and multiply just as positive attitudes breed and multiply. The most important influence on your attitudes is YOU. You have the capacity to think, to evaluate a situation, to make your own decisions, and to change your attitudes that do not bring you the returns you want.

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

OBJECTIVE: 002.02 Discuss ways performance contributes to self-esteem and job success.

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES		
How performance contributes to self-esteem and job success: A. Education B. Skills C. Habits D. Extracurricular activities	C2	1.	Explain ways that performance contributes to self-esteem and job success.
	C2	2.	Discuss comments that would add to your self-confidence. Example: "You're a good worker." "I'm on your side."
	C2	3.	Discuss comments that make you feel bad. Example: "Can't you do anything right?" "I don't want him/her on my team."
	P3	4.	Answer the questions on the Interpersonal Relationships sheet.
	A2	5.	Participate in the "Computer Card Structure" Activity according to the directions.
	A2	6.	Complete steps in a behavior modification contract.

7. Other suggestions: Share success stories or case studies of the rich or famous, various lifestyles, etc.

RESOURCES:

"Interpersonal Relationships" sheet
"Card Structure" activity
Behavior Modification contracts

INTERPERSONAL RELATIONSHIPS

1. What do your friends do or say that makes you feel good?

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

2. What do your friends do or say that makes you feel angry?

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

3. What are some things which others say or do that make you want to be helpful?

   a. _____ c. _____

   b. _____ d. _____

4. What are some things which others do or say that prevent you from being cooperative or helpful?

   a. _____ c. _____

   b. _____ d. _____

5. Think of the person you most enjoy working with. What is it about him/her that makes you want to work with them?

6. Think of the persons you least enjoy working with. What is it about him/her that makes you cringe when you think you will have to work with them?

"Card Structure"

Directions:

1. Divide the students into small groups (3 or 4 per group). May choose to assign a group leader.

2. Arrange space for each group.

3. Provide a stack of index cards for each group.

4. Use the following instructions for students:
   - Group Task: To build a wider and/or higher computer card structure than any other group.
   - Rules:
   - Do not begin to build until a signal is given.
   - There will be NO talking. If some member of the group talks, the teacher/group leader will tear down the structure - communicate through body language.
   - Everyone in the group must participate. Structure will be disqualified if everyone doesn't help.
   - Structure must be free standing. It cannot be propped against a wall or other structure.
   - Cards can be bent or folded.
   - Group will have _____ minutes to complete the structure. The group must continue to work until the time is up.
   - If structure falls, begin rebuilding immediately.

5. Five to eight minutes is usually a good time period.

6. Answer questions concerning the directions.

7. Allow a few minutes for the group to discuss a plan of action.

8. Signal time to begin. Allow 15 minutes for completion.

9. Offer encouragement to each group as they work.

10. Evaluate the structures.
    Criteria for judging:
    1. Strength
    2. Aesthetic value
    3. Height

11. Rewards for the winning group adds incentive.

12. Pictures taken of the group creates interest.

13. Process the experience through class discussion.

14. Sample discussion questions:
    - Why did we build a structure?
    - Can you communicate without words?
    - Why do we need each other?
    - Which student skills seemed to benefit most?
    - Why should one keep on trying?
    - Why do we have rules and laws?
    - What does job success mean?
    - What are the feelings of the group which won?
    - What are the feelings of the group which were less successful?
    - How did performance influence the self-esteem of group members?
    - How did group performance influence the completed task?

Major Project or Homework Assignment
Sample Contracts included.

Behavior Modification Contracts

Ask students to select a performance to improve

As students to select a Behavior related to performance which they feel needs improvement. Set up a contract with student which includes:

1. The activity needing improvement or goal for contract.
2. Baseline Data - such as a description of the current problem.
3. A timeline for improvement (one week or longer).
4. Show or write - up improvements noted.
5. Evaluation - can share with class.

MY GOALS

Behavior—I will _____

by _____

Skills—I will _____

by _____

date signed _____ **student** _____

SECRET MISSION
Contract

By _____

I plan to accomplish _____

_____

date _____

student _____

counselor _____

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Generic Contract

_____(name of student) hereby agree to the following behavioral contract.

Beginning on_____(date), I will do the following things:

1.

2.

3.

4.

I understand that it is completely my responsibility to do these things by_____(time) each week/day, and if I do, my parent/teacher will allow me to have the privilege of (list reward(s)):

This contract will be valid for a period of_____days. At that time the undersigned parties will renegotiate the conditions of this contract. It cannot be renegotiated earlier without the express agreement of all undersigned parties.

I have read and fully understand the conditions of this agreement.

SIGNATURES:

_____ (student)	_____ (date of signing)
_____ (parent)	_____ (teacher)
_____ (parent)	_____ (teacher)

SAMPLE CONTRACT 4: SPECIAL EDUCATION STAFF/STUDENT TO ENCOURAGE PARTICIPATION IN CLASS

I, Al Duit, hereby agree to the following behavioral contract. Beginning on March 1, 1987, I will do the following things:

1. Demonstrate to each of my special education instructors an effort to be "on task" 75 percent or more of each class period.

   I understand that to be "on task" I must make an effort to participate in classroom activities. These activities include:

   a. Listening when my teacher or other students speak.
   b. Attempting to complete written assignments.
   c. Answering questions when asked.
   d. Reading my book when told to do so.

I understand that it is completely my responsibility to do these things during each class day. If I do, my teacher will allow me to have the privilege of entering the recreation room for 15 minutes between each class.

2. I understand that if I am not able to demonstrate "on task" for at least 75 percent of the class time, then I will go to study hall instead of the recreation room. While in study hall, I agree either to sit quietly or to complete my homework assignments.

This contract will be valid for a period of five school days. At that time the undersigned parties will renegotiate the conditions of this contract. It cannot be renegotiated earlier without the express agreement of all undersigned parties.

I have read and fully understand the conditions of this agreement.

SIGNATURES:

_____ (Al Duit)	_____ (date of signing)
_____ (parent)	_____ (teacher # 1)
_____ (parent)	_____ (teacher #2)

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

OBJECTIVE: 002.03 Liscuss the relationship between personal lifestyles and careers.

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES
Lifestyles Define Factors affecting lifestyles 1. Social 2. Earnings	C2 1. Students are to paraphrase their own definition of "lifestyle." Refer to "Your Career Adventure," Chapter 3, or some other textbook. C3 2. Students will draw conclusions about why people group themselves into certain kinds of social groups. Instructions for the teacher are given on the handout "You Are Cordially Invited.." C3 3. Students will evaluate how income defines one's lifestyle in terms of housing, transportation, living expenses, and special item expenses. Teacher: A. Review "The Way We Live" questionnaire with the students. Note that some parts do not have to be filled in if parents object.

B. When students have finished, compile class averages (3 to 5 samples for each category) to come up with an average acceptable income.

C. Review student answers to the budget interpretation.

D. ASK: If it became necessary to adjust a budget for a lesser income, what would be the last thing to change? What would be the first?

Note: The activity will be more realistic if students are required to choose a job of real interest without first knowing the income level.

RESOURCES

Your Career Adventure, Chapter 3
Teacher handout: "You Are Cordially Invited..."
Handout: "The Way We Live"
Newspaper classified advertisements for homes and automobiles
Real estate magazines
Occupational Outlook Handbook

Your Lifestyle Pattern

The purpose of this activity is to help you think about which parts of life are most important to you.

The way we live and spend our time is called our "lifestyle." For most people, lifestyle includes these six parts: family, friends, leisure, religion, personal choices, and work. Some parts are more important to people than others. And each person is different. So there are thousands of different lifestyle patterns.

How important is each part of life to you? Think about the lifestyle pattern you want to have as an adult. **Use the space below to draw your chosen adult lifestyle pattern.**

LIFESTYLES

Everyone wants to be happy. But each person looks for happiness in a different way. Each wants his or her own kind of life. The way you spend your time is called your **lifestyle**. *Lifestyle* is the way you live.

Parts of Your Lifestyle

For most people, lifestyle includes six parts:

1. Family
2. Friends
3. Leisure
4. Religion
5. Personal choices
6. Work

Family. How many hours a day do you spend with your family? The time spent with family members is important to most people. Is this an important part of your lifestyle?

Friends. Having friends is important, too. They are people to talk with and do things with. Do you see friends every day? How important are friends to you?

Leisure. The way you spend your free time is **leisure.** Many people like to spend leisure time in some type of recreation. How do you like to spend your leisure time? Is recreation or a hobby important in your lifestyle?

Religion. Some people need a lot of time for worship and church-related activities. Others do not. Are religious activities an important part of your lifestyle?

Personal choices. Personal choices are part of your lifestyle, too. Here are some of the personal choices you will make:

- Should you stay single or get married?
- Where should you live?
- Should you buy or rent? What kind of furnishings would you like?
- What foods should you eat?
- Should you buy a car? Would leasing a car save you money? Or is public transportation the answer?
- What health habits should you develop?

Work. As a student, you spend a lot of hours at school. As an adult, you will spend many hours at work. In fact, you may spend more hours at work than in any other part of your lifestyle.

Your Choice of Lifestyle

The parts of a person's life combine to form a "lifestyle pattern." This idea is shown in the lifestyle pattern at the top of the next page. Each part of this person's life is as important as every other part. So all parts are shown the same size.

For most people, though, some parts of life are more important than other parts. For example, many people think

that a happy family life is most important. The same people may place little or no value on leisure. For others, religion or personal choices may be the most important. For many, work is most important.

How would you show your own lifestyle? Which parts are most important to you.

Your Work Affects Your Lifestyle

Each part of life affects every other part. For most of us, work has the greatest effect of all. We spend most of our lives working and sleeping. We also spend a lot of time going to work and coming home.

For example, when do you get up each morning? You probably get up early enough to be at school on time. When you finish high school, you may get up at a different time. It will depend on when you must be at work.

When do you eat your evening meal? Does it depend on when someone gets home from work? Most people plan their daily lives around their work. Work is the central activity of life.

The money you earn from your job will determine where you live. If you earn a lot of money, you can buy a big house. You may buy expensive cars. Of course, most people do not have a lot of money. So they have a less expensive lifestyle.

Your work also affects who your friends are. You will make some friends on the job. You may even meet your future wife or husband at work.

How you spend your free time depends on where and when you work. Some companies have bowling teams. A few even provide a swimming pool or tennis court for their workers. New friends from work may get you involved in new activities All these things add interest to your lifestyle.

Plan Your Work to Fit Your Lifestyle

Do you sometimes daydream about the future? If so, you are trying out ideas for an adult lifestyle. This is good. It is the first step in planning your future. It gives you a starting point.

As you daydream, think about what will be important to you. Think ahead five or ten years. Think of how you want to live. Then set some goals. Working toward goals is one way to take control of your own life.

If you let it, work can control your lifestyle. For example, a truck-driving job can keep you away from your family a lot. A night job can keep you away from being with your friends. A job on weekends can keep you from attending religious services. If you work long hours, you may not have much time for recreation.

What does all this mean? If means that you need to know

which parts of your lifestyle are most important. You need to know before you choose a career. Then you can choose work that gives you the lifestyle you want.

TRUE or FALSE?

1. There are five parts to every lifestyle.

2. For most people, *leisure* has the greatest effect on their lifestyle.

LIFESTYLES - Ideas about what people seem to be like.

Along with a job often comes a whole lifestyle, including the way you dress, the people you meet, and the types of things you own. Think about the lifestyles of each occupation listed below. Think about the ways in which these jobs require workers to dress, act and talk. Consider the interests, values and abilities that each reflects. Take into account their working conditions, and salaries if you know or have some idea what they are. Finally, list one contribution each job makes to society.

OCCUPATION	DRESS	ACT	TALK	INTERESTS	ABILITIES	CONTRIBUTION/SOCIETY
Dentist						
Truck Driver						
Lawyer						
Teacher						
Secretary						
Musician						
Salesman						
Police Officer						
Stewardess						
Engineer						

YOUR JOB BADGE

Have you ever noticed how people often look like the jobs they hold? People tend to dress, act and talk in ways that reflect their occupations. Of course, there are plenty of exceptions and it's easy to be fooled. The point is that people in a general way tend to have certain characteristics of the jobs they hold. It's almost as if they wore badges reading "lawyer", "pipefitter", etc. This fact offers a clue to you about how to find the kind of work you would like to do.

The fact that we can know a stranger's job without asking shows that work shapes one's lifestyle. Write a paragraph about one occupation you might enter. Describe the people you would work with, when and where you would work, where you would live and how active you would be in civic and community affairs.

To some extent, matching yourself to a career involves matching lifestyles and ways of thinking. It's important that you are the kind of the person who fits into the kind of life that a career offers and that you get along with your co-workers. It's easy with similar interests ad abilities.

YOU ARE CORDIALLY INVITED... to the Career Caper Ball

Objectives: To expose students to a variety of lifestyles andinterests.
To increase students' awareness of how people with similarinterests are attracted to each other in social scenes.

Activity: Make six large signs for the following categories and place each one in a different part of the room:

ANALYSTS ANONYMOUS (AA Group) - people who break things down into parts (components) for study; people who investigate.

PEOPLE TRAINING ASSOCIATES (PTA Group) - people who enjoy working with, helping, and training other people.

WAIST WATCHERS - people who enjoy outdoor activities and athletics.

THE CORPORATION - those with interest in managerial and organizational matters.

IBM GROUP - computer programmers; people enjoying work with numbers and statistics.

LITTLE THEATRE GROUP - those with artistic tendencies who enjoy unstructured activities.

With the class, discuss each of these categories and list beneath each sign the different careers that would belong there.

After the discussion of these different lifestyles, tell the students that they are being invited to the great Career Caper Ball. They do not, however, know anyone else who will be attending. When they arrive at the party it is normal to seek out the group whose interests seem the most similar to theirs.

As a group the students must decide what common interests they all have. For instance, the people in the AA group which would include detectives may

all enjoy murder mysteries and television or movie shows on spy stories. Each group is to select a spokesperson who will report back to the entire class on their group's conclusions when the party is over.

When the class is discussing the individual groups, use this time to expand the talk to discussion of social groups and why people choose the friends they do. Also have the students create methods of helping different "lifestyles" people mingle when they find themselves in a situation similar to this Career Ball.

THE WAY WE LIVE

BUDGETING

I. Anticipated Income

A. Salary

1. Write the title of an occupation you think you would really like to have:

_____

2. Using the most updated information you can find on your job, record the following monetary figures:

a. Weekly pay: $_____
b. Monthly pay: $_____
c. Annual (yearly) income: $_____

B. Deductions

1. Define:

a. Gross pay: _____
b. Net pay: _____

2. Assuming net pay will be approximately one-third less than gross pay, figure how much of your monthly salary will be take-home pay: $_____

II. Living Expenses

A. Housing (find and copy the description of a house or dwelling you would like to own or rent):_____
_____
_____

1. Will you own or rent? _____

2. What is the market price of your dwelling? _____

3. What will be your monthly payment?_____

B. Utilities (ask your parents to help you estimate the costs of the following items per month):

1. Electricity $_____
2. Heat _____
3. Telephone _____
4. Water _____

Total cost of utilities $_____

C. Life-support items (ask your parents to help you with the monthly estimated costs of these items):

1. Groceries $_____

2. Insurance
   a. Health and accident (hospitalization) $_____
   b. Household _____
   c. Life _____

Total cost of life support items $_____

D. Transportation (describe the kind of automobile you would like to drive):

_____

1. What is the sale price of your vehicle? $_____

2. What would your monthly payments be? _____

3. What would be the monthly cost for automobile insurance? _____

Total cost of transportation $_____

E. Special item expenses

Indicate monthly monetary amounts for:

1. Donations (church, charity, community, etc.) $_____

2. Savings (must provide for unexpected medical bills, upkeep of house and vehicles, vacations, etc.) _____

3. Recreation _____

4. Clothing _____

5. Child care _____

6. General spending _____

Total for special item expenses $_____

F. Yearly expenses (may be plus or minus figures)

1. State taxes $_____
2. Federal taxes _____
3. County taxes _____
4. City taxes _____
Total for yearly taxes $_____

III. Budget Study Results

A. Computations

1. Add these monthly totals together:

Housing $_____
Utilities _____
Life-support items _____
Transportation _____
Special Item Expenses _____
Total $_____

2. Record again your net monthly income: $_____

3. Subtract the total for payments and expenses from your net monthly income: $_____

B. Interpretations

1. With the salary you would make from the job you are interested in, would you be able to pay all your monthly expenses? _____

2. Would you feel comfortable with or pressured by those obligations if your only source of income were your salary? _____
_____

3. At the end of the year, would you have enough money to pay your taxes? _____

4. From what you have learned, what would you consider to be an "acceptable" yearly salary?
_____

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

OBJECTIVE: 002.04 Investigate the effects career values, abilities, aptitudes, personal choices, personality, needs, aspirations, and learning styles have on career choices.

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES	
Investigate the effect assessment activities have on career choices.	C2 1.	Read and discuss Chapter 2 in Career Skills.
	A 2.	Complete each activity provided from the Career Skills workbook.
	C3,P 3.	Apply information from Career Skills workbook activities to career plans and choices. Workbook activities: a. Profile Your Personality b. Think Positive - Your Work Line c. Check Out Your Interests d. A Job or a Career?
	C3,P 4.	Complete activities related to career plans and choices. a. The Job and I b. Work Values Checklist c. Newspaper Activity "Values and Interests" d. Holland's Occupational Interest Personality Activity e. Me, Myself, and I (See 001.05.)

RESOURCES

Career Skills textbook, Chapter 2 (see Resources)
Career Skills workbook activities (see Resources)
Profile Your Personality
Think Positive -- Your Work Line
Check Out Your Interests
The Job and I
Work Values Checklist
Newspaper Activity "Values and Interests"
Holland's Occupational Interest Personality A

PROFILE YOUR PERSONALITY

Everyone has a personality. Your personality is the *you* that you show to others. How would you describe your personality?

When you can describe your personality, you will be able to match it up with a job that calls for a certain personality type.

Read the words below that describe people. If you don't know the meaning of a word, look it up in a dictionary. You'll want to describe yourself as accurately as possible. Circle the words that most nearly describe you. After you do this, answer the questions that follow.

Personality Characteristics

adaptable	ambitious	authoritative
brave	calm	carefree
caring	certain	cheerful
clever	confident	conforming
dependable	determined	disciplined
effervescent	efficient	energetic
extroverted	flexible	fair
frank	friendly	happy
helpful	honorable	idealistic
imaginative	immature	independent
innovative	intelligent	introverted
kind	knowledgeable	liberal
lively	logical	mature
modest	nervous	objective
observant	organized	original
patient	perceptive	persuasive
pleasant	precise	principled
proud	questioning	realistic
reasonable	rebellious	reflective
relaxed	reliable	reserved
respectful	responsible	scientific
sensitive	serious	shy
sociable	spontaneous	stable
strong	stubborn	sympathetic
temperamental	tenacious	thoughtful
trustworthy	uncertain	unpredictable
warm	witty	worried

Follow-up Questions

1. List the five personality characteristics that best describe you.

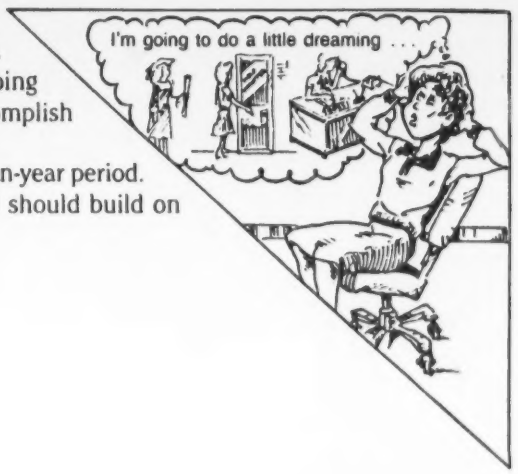
2. Because of these characteristics, what type of work do you think best suits you? Explain.

Think Positive — Your Work Line

It's important to dream. When you dream you have a chance to think ahead about things that you want to do.

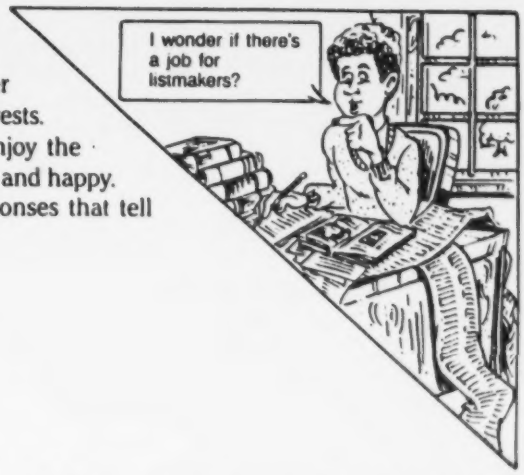
You will be working about forty years. How are you going to spend those years? What do you think you will accomplish in your personal life and in your career?

In each of the blocks below, write your dream for that ten-year period. Ideally, the accomplishments from each ten-year period should build on what you have already achieved.



Dates	What I Want To Accomplish Personally	What I Want To Accomplish In My Career
10 Years From Now		
20 Years From Now		
30 Years From Now		
40 Years From Now		

Check Out Your Interests



If you had a day to do anything you wanted, what would you do? What do you enjoy doing the most? Answer these questions and you'll find out more about your interests.

Interests can lead you into a career choice. If you enjoy the work you do, you have a good chance of being successful and happy.

Read the directions for each section. Check the responses that tell your true feelings.

People-Facts-Things

Check each item according to how much you enjoy doing it: *Often/Fairly Often, Sometimes,* or *Never/Hardly Ever.*

Category	Often/ Fairly Often	Sometimes	Never/ Hardly Ever
People			
Enjoy being with people	____	____	____
Get along well with people	____	____	____
Like to talk with people	____	____	____
Want to help people	____	____	____
Facts			
Read books/magazines for information	____	____	____
Like to learn about new things	____	____	____
Take pride in collecting facts	____	____	____
Seek out information	____	____	____
Things			
Like to work with my hands	____	____	____
Enjoy repairing things	____	____	____
Want to know how things work	____	____	____
Good at figuring out how to put things together	____	____	____

Hobbies

What hobbies do you enjoy? Read the following list of hobby categories. Put a check next to the type of hobby you have; then write a description of your specific hobby in the appropriate space. For example, if you check "Collecting," tell what you collect — coins, stamps, etc. — and why you enjoy this hobby.

I enjoy	Type of Hobby	What I Enjoy Most
_____	Collecting:	_____
_____	Sports:	_____
_____	Music:	_____
_____	Reading:	_____

_____ Flowers: _____

_____ Animals: _____

_____ Needle crafts: _____

_____ Sewing: _____

_____ Woodworking: _____

_____ Photography: _____

_____ Art: _____

_____ Other: _____

Activities

What activities do you participate in outside of the classroom? What role do you play in each activity? Are you an officer or a member? Check the activities you are in; then describe your involvement.

I enjoy	Type of Activity	My Involvement
_____	School clubs (list and describe each one):	_____
		_____
_____	Student council/government:	_____
		_____
_____	Band:	_____
_____	Orchestra:	_____
_____	Cheerleader/pep squad:	_____
_____	Baton twirler:	_____
_____	Newspaper:	_____
_____	Sports (list each one):	_____

Television Programs

Put a check next to the type of television programs you usually watch each week. Then list your two or three favorite shows in each category.

I enjoy	Type of Shows I Watch	My Favorite Programs
_____	Sports shows:	_____
_____	Adventure:	_____
_____	Human interest/drama:	_____
_____	Science fiction:	_____

_____ Comedies: _____

_____ Cartoons: _____

_____ Quiz shows: _____

_____ Music: _____

_____ Travelogs: _____

_____ Science: _____

_____ News: _____

School Subjects

Which school subjects are your favorites? Put a check next to the subjects you like and do well in. Then describe what you like most about those subjects.

I enjoy	School Subjects	What I Enjoy Most
_____	English:	_____
_____	Sciences:	_____
_____	Math:	_____
_____	Foreign Languages:	_____
_____	Social studies/history:	_____
_____	Computer science:	_____
_____	Physical education/health:	_____
_____	Home economics:	_____
_____	Industrial arts:	_____
_____	Music:	_____
_____	Art:	_____

Books and Magazines

When you read books or magazines, what type do you read? Check the types you like to read. Then list your favorites.

I enjoy	Types of Reading	My Favorites
_____	Sports:	_____
_____	Mechanics:	_____
_____	Cars:	_____
_____	Gardening:	_____
_____	Science:	_____
_____	Humor:	_____

_____ Space: _____

_____ Animals: _____

_____ Computers: _____

_____ History: _____

_____ People: _____

_____ Current events: _____

_____ Other: _____

Summarize Your Interests

Look back at your answers in each category. Pick the top three to five items in each section and write them in the spaces here.

People-Facts-Things

_____

Hobbies

_____

Activities

_____

Television Programs

_____

School Subjects

_____

Books/Magazines

_____

Follow-up Questions

1. Look at the interests listed above. Write a few sentences describing your main interests.

_____

_____

2. What types of jobs do you think might include these interests?

_____

_____

A Job or a Career

You can work at a lot of different jobs. The important thing is to make each job count as part of your career.

Pick a career area that you think might interest you. It might be a career working with computers, working with animals, working in the restaurant business, or in some other area.

List all of the jobs you can think of that you might have in this career field. After you list the jobs, answer the follow-up questions.

The career field that interests me is _____.

Jobs that I can hold in this career field include:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Follow-up Questions

1. Which of these jobs can I do while I am still in school?

_____

_____

_____

_____

2. What can I learn if I have one of these jobs while I am still in school?

_____

_____

_____

_____

3. Can doing several of these jobs help me during the course of my career? Explain.

_____

_____

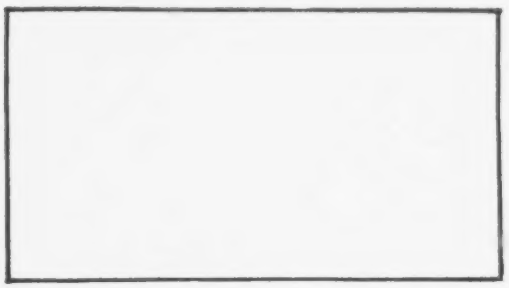
_____

_____

THE JOB AND I

Look through the want ads in a newspaper. Cut out ads for four jobs that sound interesting to you. Paste the ads in the boxes below. On the lines below each box, list qualities of your personality that would contribute to your success in that job.

1. _____
2. _____
3. _____
4. _____
5. _____



1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

WORK VALUES CHECKLIST

Directions: To the left of each value listed below, write how important the value is to you: **Very Important, Important, So-So, Not Too Important,** or **Not At All Important.** Answer as your feel now, not as you think you should feel or will feel at some time in the future.

_____ **Stability:** Working with familiar things and situations, suggests routine, order, and lack of change.

_____ **Artistic-Aesthetic Expression:** Designing, working with, or producing pleasing or beautiful things.

_____ **Recognition:** Being known by people, being given respect or having prestige.

_____ **Satisfactory Working Conditions:** Having pleasant work surroundings.

_____ **Independence:** Being free to plan one's work and move at one's own speed.

_____ **Adventure:** Doing exciting things sometimes involving risk, danger, or the unknown.

_____ **Leadership:** Planning, laying out, managing, or influencing the work of others.

_____ **Achievement:** A sense of well-being from doing a job well.

_____ **Social Service:** Helping others and being concerned for their interests.

_____ **Creativity:** Inventing, designing, developing new ideas or things.

_____ **Security:** Having steady work.

_____ **Adequate Income:** Receiving enough money to take care of one's needs.

_____ **Variety:** Having the change to do different tasks and activities.

_____ **Intellectual Satisfaction:** Using mental ability, solving problems.

_____ **Satisfactory Co-workers:** Working with people you like.

_____ **Solitude:** Working alone, or not very closely with others.

Goal focus chart

Imagine yourself at the ages you will be in 5 and 15 years. What kinds of things will you want to be doing? What things do you want to have? What kind of person do you want to be?

Year	Your age	Things you want to do	Things you want to have	Things you want to be
(now)				
(5)				
(15)				

NEWSPAPER ACTIVITY: "VALUES AND INTERESTS"

Do the following:

Find jobs available in the Classified Section of the newspaper, cut out the ones that will illustrate each of the following interests or values, and past them in the space following the value or interest. When you finish this activity, go back and circle the values and interests which match your own values and interests.

VALUE OR INTEREST:	HELP WANTED ADVERTISEMENT:
MONEY (banking, cashiers, etc.)	
POWER (supervisors, banking)	
BEAUTY (beauty shops, fashion)	
CLERICAL (office workers)	
SALES (sales clerk, salesmen)	
SERVICE (child care, policeman, teacher)	
PHYSICAL (carpenters, roofers)	
DRIVING/OPERATING (truck drivers, machine operators)	
MECHANICAL/REPAIRING (mechanics, repairmen, plumbers)	
CREATIVE (artists, designers, landscapers)	

JOHN HOLLAND

Holland's original theory proposed that there are a finite number of work environments which exist within the American society and that these represent a continuum, that is, that some of these environments are psychologically more closely related to some than to others. People project their views of themselves and the world of work into occupational titles, Holland proposed. So, occupational choices are largely based on occupational stereotypes, that is, the assumptions people make about a given type of work. In addition, Holland proposes that interests can readily be associated with these same environments.

OCCUPATIONS RELATED TO HOLLAND'S PERSONALITY TYPES

Every job has characteristics of more than one occupational group. The occupations are grouped below according to the type they most strongly represent.

REALISTIC

Farmer
Forester
Horticultural Supervisor
Animal Caretaker
Air Traffic Control Specialist
Forest Fire Fighter
Highway Patrol Officer
Lifeguard
Bulldozer Operator
Engineer
Drafter
Land Surveyor
Dental Lab Technician
Printing Shop Supervisor
Meter Reader
Butcher

INVESTIGATIVE

Geographer
Biologist
Land Chemist
Soil Scientist
Psychologist
Urban Planner
Financial Analyst
Systems Analyst
Lab Tester

ARTISTIC

Photo Retoucher
Artist
Musician
Copywriter
Fashion Artist
Photographer
Industrial Designer
Announcer (TV, Radio)
Dancer
Commentator
Interpreter/ Translator
Sign Painter
Illustrator
Commercial Artist

SOCIAL

Counselor
Curators
4-H Club Agent
Home Economist
Library Director
Political Scientist
Sociologist
Safety Customs Inspector
Occupational Therapist
Hunting/Fishing Guide
Flight Attendant
Child Care Worker

ENTERPRISING

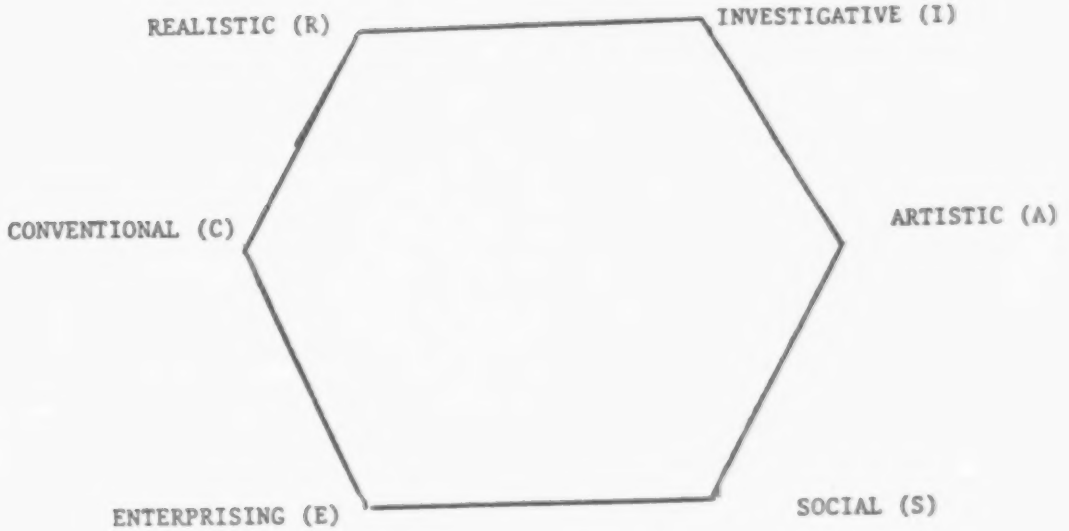
Airport Manager
Personnel Manager
Sales Manager
Funeral Director
Hotel/Theatre Manager
Claims Adjustor
Legal Investigator
Insurance Agent
Sales Representative
Accountant
Credit Analyst
Loan Officer
Advertising

CONVENTIONAL

Court Clerk
Legal Secretary
Bookkeeper
Traffic Clerk
Proofreader
Computer Operator
File Clerk
Postal Clerk
Bank Teller
Information Clerk
Reservation/ Travel Clerk
Typist

HOLLAND'S OCCUPATIONAL INTEREST PERSONALITY

DESCRIPTION OF SIX THEMES



REALISTIC(R): Persons of this occupational interest personality type are robust, rugged, practical, physically strong, and frequently aggressive in outlook; somewhat uncomfortable in social settings; tend to have good physical coordination and skills, but sometimes have trouble expressing themselves in words and communicating their feelings to others; usually perceive themselves as mechanically and athletically inclined; are practical, stable, natural, and persistent; prefer concrete to abstract problems; see themselves as aggressive; have conventional political and economic goals; and rarely perform creatively in the arts or sciences, but do like to build things with tools. Realistic types prefer such occupations as mechanic, engineer, electrician, fish and wildlife specialist, crane operator, tool designer, and various technician positions.

INVESTIGATIVE (I): This occupational interest personality type includes those people with a strong scientific orientation; they are usually task-oriented, introspective and are not particularly interested in working around people; prefer to think through and solve abstract problems rather than acting them out; have a great need to understand the physical world; enjoy ambiguous tasks; prefer to work independently; have unconventional values and attitudes; tend to be creative and original, especially in scientific areas; usually perceive themselves as lacking in persuasive abilities, but are confident of their scholarly and intellectual abilities; describe themselves as analytical, curious, independent, and reserved; and especially dislike repetitive activities. Vocational preferences include astronomer, biologist, chemist, technical writer, and zoologist.

ARTISTIC (A): Persons of the artistic occupational interest personality type prefer free, unstructured situations with maximum opportunities for self-expression; resemble investigative types in being introspective and not particularly wanting to work with people, but differ in having less ego strength and greater need for individual expression, in being more impulsive, and in suffering more frequently from emotional stress; they are creative, especially in artistic and musical media; show a dislike for problems that are highly structured or require gross physical skills; prefer dealing with problems through self-expression in artistic media, perform well on standard measures of creativity, and highly value aesthetic qualities, see themselves as expressive, original, intuitive, creative, disorderly, nonconforming, introspective and independent. Vocational preferences include artist, author, composer, writer, musician, director, and symphony conductor.

SOCIAL(S) Persons of Social occupational interest personality type are sociable, responsible, humanistic, and are concerned with the welfare of others, like to work in groups, and enjoy being central in the group; have verbal and personal skills; avoid physical exertion, and highly ordered activities; prefer to solve problems through feeling and interpersonal interaction with others; enjoy activities that involve informing, training, developing, curing, or enlightening others; perceive themselves as cheerful, popular, understanding, responsible, idealistic, and helpful. Vocational preferences include school superintendent, clinical psychologist, missionary, high school teacher, guidance counselor, and speech therapist.

ENTERPRISING (E): Persons of this type have verbal skills suited to selling, dominating, and leading; prefer to be strong leaders, have strong drive to achieve organizational goals or economic aims; tend to avoid work situations requiring long periods of intellectual effort, differ from conventional types in having greater preference for ambiguous social tasks and an even greater concern for power, status, and leadership; see themselves as enthusiastic, popular, self-confident, cheerful, and sociable; generally have high energy level; and show an aversion to scientific activities. Vocational preferences include business executive, political campaigner, realtor, many kinds of sales work, television producer, and retail merchandising.

CONVENTIONAL (C): Conventional type people prefer well-ordered environments, systematic verbal and numerical activities; are usually conforming and prefer subordinate roles; are effective at well-structured tasks, but avoid ambitious situations and problems involving interpersonal relationships or physical skills; describe themselves as conscientious, efficient, obedient, calm, orderly, and practical; identify with power and are comfortable working in a well established chain of command; value material possessions and status; and are most effective at well-defined tasks. Vocational preferences include bank examiner, bookkeeper, clerical worker, financial analyst, quality control expert, statistician, and traffic manager.

Interest Areas Associated with Holland's Personality Types*

Realistic

General Interest Areas: Agriculture, nature, adventure, military activities, mechanical activities

Likes activities involving motor skills, things, realism and structure:

- Athletics
- Scouting
- Crafts
- Science projects
- Racing
- Gardening
- Collecting
- Mechanical Drawing
- Shop work
- Mechanics
- Marksmanship

Investigative

General interest areas: Science, mathematics, medical science. Likes activities through which he/she can express asocial, analytic, and imaginative orientation:

- Reading
- Scientific projects
- Collecting
- Scouting
- Photography
- Algebra
- Foreign Language
- Physics
- Trigonometry
- Art
- Music
- Sculpture

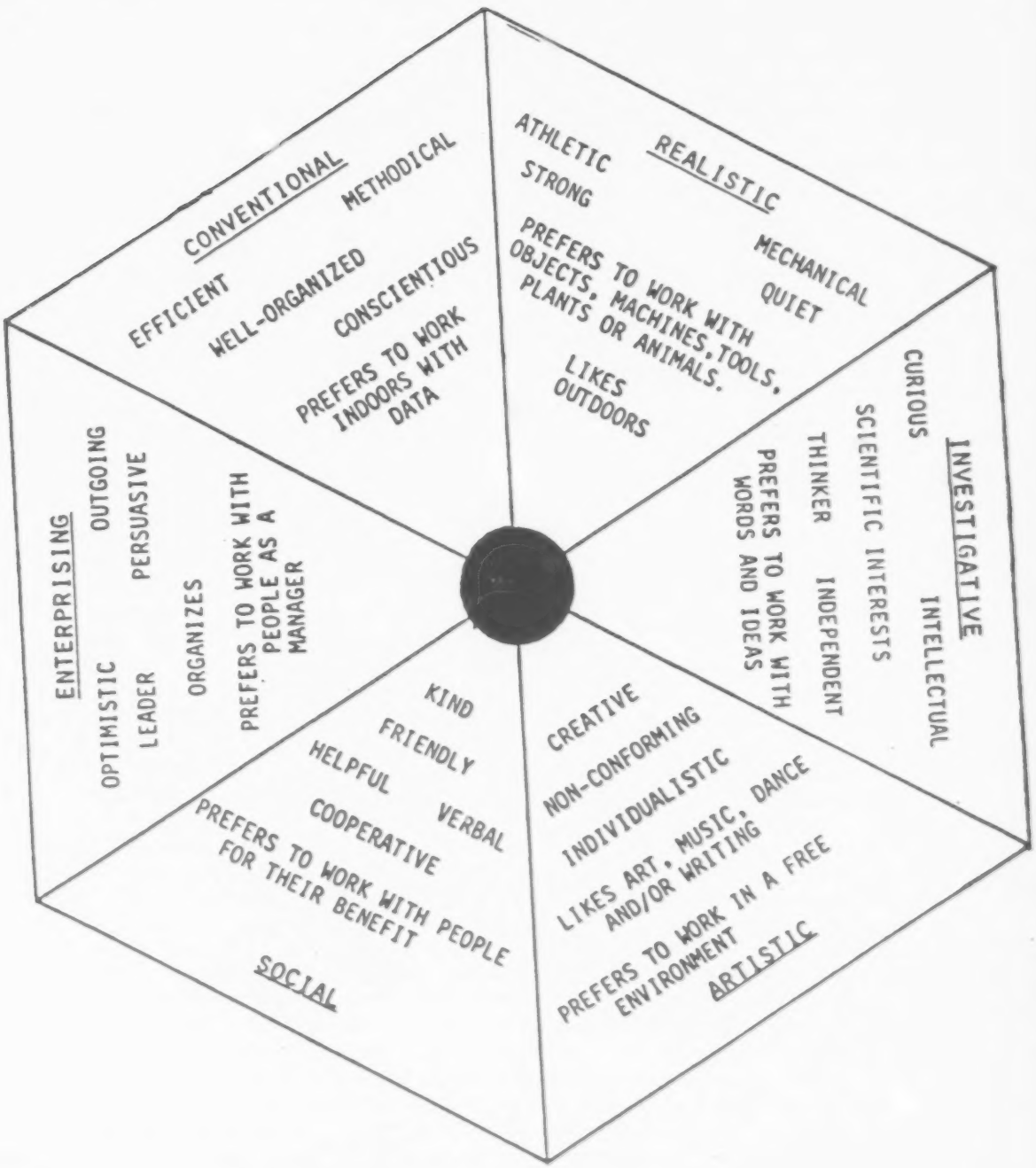
Social

General interest areas: Teaching, social service, athletics, domestic arts, religious activities

Likes activities involving religious, social and esthetic expression:

- Community Service
- Student Government
- Music
- Reading
- Sports
- Writing
- Church Activities
- Public Speaking
- Foreign Language
- History
- Arranging entertainment
- Journalism
- Creative Hobbies - art, music
- Literature

HOLLAND'S HEXAGON



Conventional

General interest area: Office practices

Likes passive and structured activities:

Dramatics	Economics
Collecting	Spelling
Economics	Typing
Music	School Journalism

Enterprising

General interest areas: Public speaking, law/politics, merchandising, sales, business management

Likes social roles and activities which are dominant, artistic, allows verbal expression and recognition:

Athletics	Foreign Language
Dramatics	Public Speaking
Writing	Selling
Economics	Writing Technical Reports
English	Arranging Entertainment
Interviewing	Music
Journalism	

Artistic

General interest areas: Music, dramatics, art, writing

Prefers hobbies and activities which are creative in nature:

Debating	Collecting
School journalism	Photography
Student Government	English
Music	History
Community Service	Arranging Entertainment
Writing poems, essays	Creative Writing
Painting	

*From Holland, J. L. The Psychology of Vocational Choice. Waltham, Mass: Blaisdell, 1966.

SOCIAL

LIKES PEOPLE

HELPFUL CHEERFUL

LEADERS

GENEROUS ENERGETIC

COOPERATIVE

DEPENDABLE FRIENDLY

LIKES TO WORK:

WORK WITH PEOPLE IN GROUPS

FOR WELFARE OF OTHERS

INVESTIGATIVE

BRIGHT **INDEPENDENT**

SCIENTIFIC INTERESTS

CRITICAL **CURIOUS**

SELF-CONTROLLED

LONERS **RESERVED**

HIGH ACHIEVEMENT

DEEP THINKER

LIKES TO WORK WITH:

WORDS & IDEAS

COMPLICATED PROBLEMS

LABORATORY EQUIPMENT

ARTISTIC

CREATIVE

SKILLED IN:
ART
MUSIC
WRITING

DAYDREAMER

SENSITIVE THOUGHTFUL

FLEXIBLE

IMPULSIVE EMOTIONAL

SELF-CONFIDENT

EXPRESSIVE

LIKES TO WORK:

IN FREE (UNSTRUCTURED) ENVIRONMENT

WITH ART, MUSIC, & WRITING

ENTERPRISING

ENERGETIC ENTHUSIASTIC

STRONG LEADERSHIP

ADVENTUROUS IMPULSIVE

PERSUASIVE CONFIDENT

AGGRESSIVE

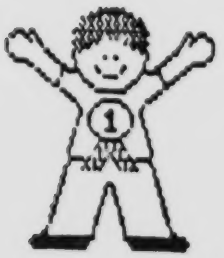
AMBITIOUS

LIKES TO WORK WITH:

SALES

POLITICS

PROMOTIONS



REALISTIC

ROBUST RUGGED

PHYSICALLY STRONG

PHYSICAL COORDINATION

QUIET

MECHANICALLY INCLINED

STABLE PRACTICAL

LIKES SPORTS

LIKES CARS

CONSERVATIVE

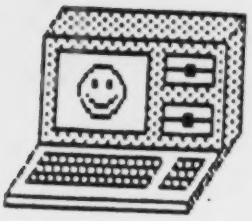
LIKES TO WORK WITH:

ANIMALS

TOOLS

MACHINES

CONVENTIONAL



NEAT SOCIABLE

CONSERVATIVE PRECISE

WELL CONTROLLED

SHREWD PRACTICAL

CONSCIENTIOUS

DEPENDABLE STABLE

EFFICIENT PERSISTENT

ORDERLY

LIKES TO WORK WITH:

MATHEMATICAL DETAIL

OFFICE PROCESSES

OFFICE MACHINES

Skills Assessment

Which kind of job would you like to have when you finish your schooling. Rank order each job 1-6.

___ Help, Serve, or Teach Other PEOPLE

Able to speak clearly, explain, coach, inform, advise, empathize, be sensitive, patient, establish rapport, listen, understand, be at ease socially, deal with the public, good appearance, handle criticism, interviewing, counsel, express feelings, work on committees, socialize.

___ Persuade, Lead or Organize Other PEOPLE

Able to motivate others, sell, convince, supervise, negotiate, add address groups, debate, plan exercise judgement, make decisions, influence others, reconcile conflicts, represent others, initiate tasks activities, solve complex problems, take risks, coordinate, assign tasks to others, be responsible, evaluate others, inspire others, guide others, manage, take control.

___ Investigate, Research, or Develop IDEAS

Able to diagnose, analyze ideas, systematize, remember, examine, observe, attend to details, formulate hypotheses, understand scientific principles, synthesize, develop models, perceive, be intuitive, predict, develop theories, ask why, seek answers, learn, think, discover.

___ Gather, compile, or Arrange DATA

Able to work with numbers, budget, follow rules and orders, good with details, tolerate repetition, file, compute, check, be thorough, meet deadlines, persevere, handle money, analyze data, take inventory, follow instructions, compare, be persistent, conform.

___ Operate, Build, or Care for THINGS

Able to use hands, show dexterity, make things, be practical, repair machines, coordinate body, handle tools, operate machines, fix things, be physically active, assemble, operate precision equipment, construct things, care for nature or animals.

___ Express Self Artistically

Able to be creative, write creatively, perform, act, compose or perform music, poetry, use imagination, design, paint, crafts, dance, photography, film, edit, draw.

HOLLAND'S PERSONALITY LIFESTYLES

Check the items that apply to you:

Realistic

___ Fix electrical things
___ Repair cars
___ Fix mechanical things
___ Build things with wood
___ Drive a truck or tractor
___ Use metalworking or machine tools
___ Work on a hot rod or motorcycle
___ Take shop course
___ Take Mechanical Drawing course
___ Take woodworking course
___ Take Auto Mechanics course

Investigative

___ Read scientific books or magazines
___ Work in a laboratory
___ Build rocket models
___ Work with a chemistry set
___ Read about special subjects
___ Solve math or chess puzzles
___ Take Physics course
___ Take Chemistry course
___ Take Geometry course
___ Take Biology course

Artistic

___ Sketch, draw, or paint
___ Attend plays
___ Design furniture or buildings
___ Play in a band, group, or orchestra
___ Go to recitals, concerts, or musicals
___ Read popular fiction
___ Create portraits or photographs
___ Read plays
___ Read or write poetry
___ Take Art course

Social

___ Write letters to friends
___ Attend religious services
___ Belong to social clubs
___ Help others with their personal problems
___ Take care of children
___ Go to parties
___ Dance
___ Rad psychology books
___ Attend meetings and conferences
___ Go to sports events
___ Make new friends

Enterprising

___ Influence others
___ Sell something
___ Discuss politics
___ Operate my own service or business
___ Attend conferences
___ Give talks
___ Serve as an officer of any group
___ Supervise the work of others
___ Meet important people
___ Lead a group in accomplishing some goal
___ Participate in political campaign

Conventional

___ Keep your desk and room neat
___ Type papers or letters for yourself or for others
___ Add, subtract, multiply, and divide numbers in business or bookkeeping
___ Operate business machines of nay kind
___ Keep detailed record of expenses
___ Take Typewriting course
___ Take Business course
___ Take Bookkeeping course
___ Take Commercial Math course
___ File letters, reports, records, etc.
___ Write business letters

Count the checks and record below:

Realistic	___	Social	___
Investigative	___	Enterprising	___
Artistic	___	Conventional	___

Types of Occupations* in Holland's Personality Life Styles

Use the occupations found in the lists which follow as a starting point for the exploration of students who have dominant interests in each life styles.

REALISTIC

Mechanic
Construction Work
Fish & Wildlife management
Military
Police Officer
Farmer
Dietitian
Forester
Physical Education teacher
Occupational therapist
Veterinarian
Vocational Agriculture teacher
Dental technician
Optician
Mechanical engineer
Civil Engineer
Heavy equipment operator
Bill collector
Dressmaker
Truck Driver

INVESTIGATIVE

Chemist
Engineer
Pharmacist
Dentist
Dental Hygienist
Physician
Computer Programmer
Mathematician
College Professor
Psychologist
Economist
Anthropologist
Optometrist
Medical Technologist
Animal Scientist
Horticulturist
Oceanographer
Airplane Pilot
Psychiatrist
Research Analyst

SOCIAL

Social Worker
Clergyman
YWCA Staff
Elementary Teacher
Guidance Counselor
Recreation Leader
Social Science Teacher
Personnel Director
Physical Therapist
Nurse
Funeral Director
Bartender
Environmental Health Engineer
Historian
Foreign Service Office
Restaurant Proprietor
History Teacher
Athlete
Occupational Therapist
Athletic Coach
Physical Education Teacher
Rehabilitation Counselor
Dietitian
Politician
Home Economics Teacher
Foreign Language Teacher
Librarian
Dental Hygienist

CONVENTIONAL

Banker
Accountant
Credit Manager
Department Store Sales
Business Education Teacher
Secretary
Dental Assistant
Teller
Payroll Clerk
Proofreader
Personnel Clerk
Receptionist
Bookkeeper
Data Processing Worker
Credit Manager
Time Study Analyst
Accounting/Statistical Clerk
Travel Bureau Clerk
Telephone Operator
Medical Secretary
Finance Expert
Efficiency Expert
Administrative Assistant
Traffic Manager
Real Estate Appraiser
Statistician
Court Stenographer

ENTERPRISING

Sales Manager
Lawyer
Life Insurance Agent
Buyer
Pharmacist
Funeral Director
Realtor
Purchasing Agent
Market Analyst
Florist
Art Goods Dealer
Farm Manager
Industrial Engineer
Salesman
Radio/TV Announcer
Government Official
Production Manager
Business Manager
Labor Arbitrator
Sporting Goods Salesman
Automobile Dealer
Grocer
Importer-Exporter
Travel Guide
Airline Stewardess

ARTISTIC

Architect
Artist
Advertising Executive
Art Teacher
Photographer
Musician
Entertainer (dancer, singer)
Interior Decorator
Librarian
English Teacher
Language Teacher
Journalist-Reporter
Philosopher
Fashion Model
Dramatist
Designer
Public Relations
Drama Teacher
Actor-Actress
Editor
Writer

*For a detailed description of these occupations see the DICTIONARY OF OCCUPATIONAL TITLES, and the OCCUPATIONAL OUTLOOK HANDBOOK, , U. S. Dept. of Labor.

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

OBJECTIVE: 002.05 Identify decision-making process.

TIME: 1 hour

OUTLINE		STRATEGIES/ACTIVITIES	
The decision-making process			
A. Types of decisions:			
1. Decision by default -- not making a decision and just allowing something to happen			
2. Reasoned decision -- making a decision using the 7-Step decision-making process		C1	2. Identify the 7-Step process for decision-making
3. Automatic decision - making a decision without thinking		C2	3. Discuss, then apply how your values and important people in your life influence your decisions: A. How Friends Affect Your Decisions Worksheet B. How Teachers Affect Your Decisions Worksheet C. How Parents Affect Your Decisions Worksheet
B. Seven-step process:			
1. Define your problem			
2. Gather information/ resources			
3. List choices			
4. Weigh/compare choices			
5. Make a decision			
6. Make a plan of action			
7. Evaluate the decision		C3P	4. Practice the decision-making process using one of the included scenarios.

RESOURCES:

"Steps in Decision-Making" sheet
"Decision-Making Process" Activities:
"How Friends Affect Your Decisions"
"How Teachers Affect Your Decisions"
"How Parents Affect Your Decisions"
"Topics for Classroom Discussion" sheet
Your Career Adventure, Chapter 5
Career Skills, Chapter 5
Filmstrip: "How to Make Good Decisions" (1983), by Pleasantville Media, Suite HW, P. O. Box 415, Pleasantville, NY 10570.

STEPS IN DECISION-MAKING

Step 1: Define the problem.

Step 2: Gather information/resources

Step 3: List alternatives.

Step 4: Weigh/compare choices by determining advantages or disadvantages of each alternative.

Step 5: Make the decision.

Step 6: Make a plan of action.

Step 7: Evaluate the results of the decision.

DECISION-MAKING PROCESS

Directions:

1. Divide the class into groups.

2. Using the decision process, each group will write down a decision problem and go through the seven steps without identifying the steps. (Use topics for classroom discussion sheet.)

3. Give each group scissors, poster paper, magic marker, flue/tape, and envelopes.

4. Ask each group to cut apart the seven steps and mix them up, placing the steps in an envelope.

5. Exchange envelopes.

6. Each group will label and identify the seven steps they received in the envelope.

7. Let each group explain the process they went through.

TOPICS FOR CLASSROOM DISCUSSION

Scenario I

You've already agreed to babysit this weekend for a family you sit for quite often. Today your best friend's family has invited you to go skiing this weekend. You really want to go skiing, but you've already committed yourself to babysit. What will you do?

Scenario II

You want a pair of Air Jordans, but your parents tell you that you must earn half of the cost yourself. You have a chance to have a paper route to earn the money. The problem is: if you take the paper route, you'll have to quit the wrestling team because you can't go to practice and deliver papers at the same time. What will you do?

Scenario III

You are a junior in high school. Your dad comes home from work and tells the family that he has been transferred to a town about 100 miles away. Your parents are giving you a chance to stay here and finish high school with your friends or move with the family now. What will you do?

HOW YOUR FRIENDS AFFECT YOUR DECISIONS WORKSHEET

Situation: Several of your friends and teachers have been encouraging you to try out for the school's talent show. At first you thought it might be fun but your best friend thinks it's silly and a waste of time. Now you're not sure whether you want to do it.

1. What would your decision be and why?

2. What does it matter what your friend thinks about the talent show?

3. If you chose not to do the show, would it be because your friend didn't want you to or because you didn't want to?

4. If you chose to do the show and your friend was upset, would you regret your decision?

HOW TEACHERS AFFECT YOUR DECISIONS WORKSHEET

Situation: Last year, you were on the swim team. Before that, you had never done any competitive swimming and you joined the swim team mainly for the challenge of getting through one season and for fun. One of your teachers is the swim team coach and she wants you to join the team again this year, but you would rather have an after-school job. The challenge of the swim team really isn't there anymore. Your teacher appears to be disappointed.

1. What would your decision be and why?

2. If you didn't choose the swim team, how important is it to you that your teacher respects your decision?

3. If you explained your reasons to the teacher, do you think she would be understanding?

4. If your teacher continued to disapprove but you chose not to join the team, would you regret your decision? Why?

HOW PARENTS AFFECT YOUR DECISIONS WORKSHEET

Situation: You have been saving your money to buy yourself something special. Your parents are proud of you for saving your money and they want to open up a savings account for you. They want you to put the money you have saved into the new account. However, you want to use the money on an expensive pair of stylish tennis shoes. You don't want to disappoint your parents but you really want the shoes.

1. What would your decision be and why?

2. How important are your parents' feelings to you?

3. If you explained your feelings carefully to your parents, do you think they would be understanding? Why?

4. If you bought the shoes and knew that your parents weren't happy about it, would you regret your decision? Why?

HOW PARENTS AFFECT YOUR DECISIONS WORKSHEET (Cont'd.)

5. Write down any other concerns or feelings you would have about this situation. Also write any ideas you have about a solution that might satisfy both you and your parents.

COURSE: Exploring Career Decisions **UNIT:** Self-Awareness

COMPETENCY: 002.00 The learner will explain the relationship between self-awareness and career choices and apply related skills.

OBJECTIVE: 002.06 Apply steps in the decision-making process.

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES
Apply steps in the decision-making process 1. Personal 2. Ethical 3. Careers 4. Life decisions	C2 1. Review the 7-Step Process of decision-making C2 2. Discuss the different types of decisions that people have to make: a. Personal b. Ethical c. Careers d. Life decisions C3 3. Apply the 7-Step Process to situations representing each of the four types of decisions in small groups or individually: a. Evaluate yourself b. Possible situations c. Classroom rules d. <u>Schultz</u> v. <u>State of New York</u> e. The Automobile Ban f. How the Deer Got His Horns

RESOURCES:

"Steps in Decision-Making" Sheet

Activities for Decision-Making:

- Evaluate Yourself
- Possible Situations
- Classroom Rules
- <u>Schultz</u> v. <u>State of New York</u>
- The Automobile Ban
- How the Deer Got His Horns

STEPS IN DECISION-MAKING

Step 1: Define the problem.

Step 2: Gather information/resources

Step 3: List alternatives.

Step 4: Weigh/compare choices by determining advantages or disadvantages of each alternative.

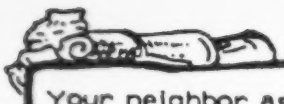
Step 5: Make the decision.

Step 6: Make a plan of action.

Step 7: Evaluate the results of the decision.

EVALUATE YOURSELF

Write what you would do in each of these situations.



Your neighbor asked you to come home right after school to help clean up the back yard. On your way home a friend tells you that if you deliver her papers you may use her mini-bike for two hours. What do you do?

During school the principal announced that someone has lost $20.00. During recess you find a twenty-dollar bill on the playground. What do you do?

You and a friend have volunteered to make puppets for the class play. The night before the play your friend calls and tells you he can't finish his. He asks you if you will complete his and give him credit for doing the work. What do you do?

After ball practice you find the kind of glove on the field you have wanted for a long time. You want to take it home with you. What do you do?

You and your friends are playing in the park and find a rowboat on the beach. Someone suggests that you take it out for a ride on the lake, but you don't know how to swim. What do you do?

POSSIBLE SITUATIONS

Situation #1.

Your parents have gone out of town for the weekend and left you at home. Your nextdoor neighbors are home and you are to go to them if you need any help. Shortly after your parents leave, a friend calls to suggest that the gang come over to your house for a party. Work though the five steps with the situation.

Situation #2.

You are working part time a t a local department store. Last week one of the other kids in your class was in your department and slipped several items out without paying. You saw this but did not want to tell. Today, this kid returns with a friend and they look like they plan to take more things. Work though the five steps with this situation.

Situation #3.

You walk into the rest room during third period and find two of your good friends smoking marijuana. They ask you if you would like to try one with them. It is against the rules to smoke in the rest rooms. Work through the five steps with this situation.

Situation #4.

You and a very close friend have been spending most of your free time together. You really like the person and enjoy their company very much. For some reason, your parents think this person is a bad influence on you, and have asked you not to see them anymore. Work though the five steps with this situation.

Situation #5.

One of you classmates tells you that they are going to skip classes for the rest of the day so they can go to a "rock concert" in a nearby town. This person asks you to go along but you have a test in one of your classes that afternoon. Work though the five steps with this situation.

Situation #6.

Several of your friends are going to register for a particular class that meets only during the second period of the day. You would like to take the class with them, but another class you also would like to take meets only during the second period. Work though the five steps with this situation.

Classroom Rules

Purpose of this activity:

To make decisions concerning the establishment of classroom rules and in doing so to draw conclusions abut ways in which the consequences of the rules affect freedom, responsibility and classroom organization.

Instructions:

1. Pretend you are a school faculty committee. You have been asked to develop an over-all school policy (rules) for the following situations. Remember: you are on the faculty, it is your job to consider the freedoms, responsibilities, and classroom organization of behalf of yourself and your students.

What policies would you develop to cover: (write on your own paper)

a. Time limits on overdue homework?
b. Procedures for checking out books from the classroom library?
c. Seating patterns?
d. The manner of responding during classroom discussions?
e. The manner of leaving the room at the end of class?
f. Gum chewing?
g. When to have a class break?
h. Procedures for holding classroom meeting?
i. Qualifications for classroom officers or monitors?
j. Room duties?
k. Penalties for breaking class rules?
l. Assisting in the development of instructional units?
m. The amount of homework that is necessary?
n. The kinds of tests that will be administered for evaluation purposes?

2. Report to the class the policies you have made and tell why you do or do not feel that rules are necessary in a classroom.

Schultz Vs. The State of New York

Purpose of this activity:

To judge whether a man charged with going beyond the limits of free speech has actually exceeded those limits and in doing so to examine control, freedom, and responsibility within government.

Instructions:

1. The first amendment to the U. S. Constitution states that Congress shall make no laws abridging the freedom of speech or the freedom of the press. (To abridge means to deprive or take away). Not only is Congress forbidden to pass laws that take away free speech and freedom of the press, but the U. S. Supreme Court has ruled on numerous occasions that state legislatures are also forbidden to take away these freedoms.

2. On your own paper answer the following questions as a group:
   a. Does this freedom allow the citizens of our country to say and print anything they want? Explain.
   b. Is one "free" to shout "fire" in a crowded theatre? Explain.
   c. The U.S. Supreme Court says "People can be punished for going beyond the limits of these freedoms. "Even though the U.S. Supreme Court has decided that there are limits on freedom of speech and the press, these limits are not always clear. These limits change as our society changes and as the make up of the Supreme Court changes. You are to make a decision about whether or not the man described in the following situation has gone "beyond the limits" of free speech and freedom of the press.

      Johan Schultz has been convicted of violating New York State's Statute (law) 141 a. This law states that it is forbidden to call publicly for the violent or forceful overthrow of the state or federal government. A person violating this law is subject to a minimum of one year and a maximum of five years in prison, plus a $10,000 fine.

      Johan Schultz did, in fact, print and distribute a small newspaper in which he stated that the present government was run by evil and dishonest men who cared nothing for the welfare of the common man. In a recent editorial, Schultz said: "The government is guilty of keeping great numbers of people poor and of mistreating minority groups. The present system really provides no adequate means of

changing the present government; therefore, a revolution is needed. Bombing communications centers, assassinating government officials, and massive worker strikes are necessary to destroy the present government and to clear the way for a government which would really serve the people."

The prosecution argued that by printing and distributing such materials and ideas,, Schultz had endangered the whole society and had, therefore, gone beyond the limits of free speech and freedom of the press.

Schultz's defense attorneys argued that his paper resulted in no danger to the society because there was no evidence of anyone performing the acts that he encouraged. They stressed that neither had Schultz done any of these things.

Answer the following questions on another sheet of paper:

a. Vote within your group: How many of you think that Johan Schultz went beyond the limits of free speech and freedom of the press? How many of you think he did not?
b. Write three or four sentences telling why you feel Schultz did.

The Automobile Ban

Purpose of this activity:

To explore the workings of a society that is without automobiles and in doing so to draw conclusions about ways in which certain decisions can affect the freedom of others.

Instructions:

1. One from within your group should read the following commentary as a radio disc-jockey or announcer:

This is (student"s name) reporting for WFUN News. Due to the emergency caused by the critical fuel shortage, the President announced today that there will be NO Private Automobile USE for ONE YEAR. Congress is supporting the ban and is expected to enact enforcement legislation immediately. This crisis is especially grave when you consider the following:

a. There are 200,000 gasoline stations, 74,000 independent repair shops, and 23,000 dealers in automotive accessories.
b. One-fifth of the annual steel output in the United States is used by automobile manufacturers.
c. One out of six businesses in the United States is an automotive business.
d. One major automobile manufacturer buys from 31,000 different firms.
e. The automotive sales and service industry, including service stations, is a $100,000,000,000 or more a year business in the United States alone.
f. There is in the United States one motor vehicle for each 2 and -1/2 persons.

This is (student's name) signing off for WFUN.

2. Answer the following questions on your own paper.

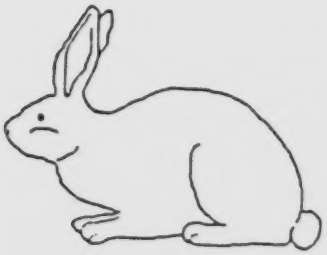
a. What would be the effects of such a ban upon our society today?
b. Name industries that would be in serious trouble if the automobile ban were enforced.
c. Name industries that may become overworked if the automobile ban were enforced.
d. Do you think any exceptions to the automobile ban should be made in case the ban were passed?
e. If you were a member of Congress, would you support the ban? Why?

3. Your group should prepare a report for the class about this broadcast and how you have decided you would react. Give reasons for your decisions.

"How the Deer Got His Horns"

In the beginning the Deer had no horns, but hishead was smooth just like a doe's. He was a great runner and the Rabbit was a great jumper, and the animals were all curious to know which could go farther in the same time. They talked about it a good deal, and at last arranged a match between the two, and made a nice large pair of antlers for a prize to the winner. They were to start together from one side of a thicket and go through it, then turn and come back, and the one who came out first was to get the horns.

On the day fixed all the animals were there, with the antlers put down on the ground at the edge of the thicket to mark the starting point. While everybody was admiring the horns the Rabbit said: "I don't know this part of the country; I want to take a look though the bushes where I am to run." They thought that all right, so the Rabbit went into the thicket, but he was gone so long that a last the animals suspected he must be up to one of his tricks. They sent a messenger to look for him, and away in the middle of the thicket he found the Rabbit gnawing down the bushes and pulling them away. He had a road cleared nearly to the other side.



The messenger turned around quietly and came back and told the other animals. When the Rabbit came out at last they accused him of cheating, but he denied it until they went into the thicket and found the cleared road. They agreed that such a trickster had no right to enter the race at all, so they gave the horns to the Deer, who was admitted to be the best runner, and he has worn them ever since. They told the Rabbit that he was so fond of cutting bushes he might do that for a living hereafter, and so he does to this day.

Do you think the deer really should have the antlers? Why?

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.01 Identify reasons why people work.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Reasons why people work A. Money B. Self-esteem C. To be with others D. To continue learning E. To be useful F. Food, clothing, shelter G. To buy luxury items	C1 1. Define vocabulary in Chapter 1, "Thinking About Work," in Career Skills, 1st Edition: A. Identity B. Job C. Career C1 2. Read pages 18-20 of Chapter 1 and discuss. C3 3. Complete worksheets: A. Why Will You Work? B. Why People Work

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RESOURCES:

Worksheets: Why Will You Work?
Why People Work
(from Career Skills textbook, 1st Edition)

WHY PEOPLE WORK

The questionnaire is designed to aid students in learning about the many reasons why people work. Student should interview person(s) and return the form to class for tally, evaluation, and discussion.

Persons interviewed: 1. _____

2. _____

ITEMS	#1 Person			#2 Person		
1. Being in charge; being my own boss.						
2. Chance to help others.						
3. Pay.						
4. Good working conditions.						
5. Security.						
6. "Good" people to work with.						
7. Enjoy responsibility and making decisions.						
8. Opportunity to accomplish something.						
9. Chance for promotion.						
10. Stay busy, occupy time.						
11. Work alone.						
12. Learn new things.						
13. List other reasons:						

As a summary, poll your students by raising their hands.

Example: Have students to raise their left hand if person #1 thinks item 1, being in charge and being my own boss is very important. If person #2 thinks item 1 is very important also, have students raise their right hand.

Use this format for item 1 being important and not very important. Then continue with item 2, etc.

Why Will You Work?

What will you want from your work? Listed below are some of the reasons why people work. Use these ideas to think about what you will expect from work. Complete each of the statements. This will give you a clearer picture of what's important to you.

1. **People work for money.**
   I will work to earn money for the following reasons:

2. **People work for identity.**
   I want my work to give me the following:

3. **People work to feel good about themselves.**
   At work I want to feel good about the following things:

4. **People work to be useful.**
   At my work, I want to be useful by doing the following things:

5. **People work to be with others.**
At work I want to be with other people because of the following reasons:

6. Can you think of other reasons you will have for wanting to work? Describe these reasons.

Follow-up Questions

1. What is your most important reason for working? Explain.

2. What is your least important reason for working? Explain.

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.02 Recognize the value and dignity that are inherent in work.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Analyze attitudes toward work A. Respect for all careers B. Individual preferences (pros and cons) C. Necessity of all careers	Small-group participation (size determined by teacher) P2,3 1. Student Activities A.Rank-order job titles (national ranking): __2__ lawyer __11__ filling station attendant __4__ banker __5__ public school teacher __10__ truck driver __8__ carpenter __9__ plumber __6__ electrician __3__ minister __7__ police officer __12__ janitor __13__ garbage collector __1__ physician B. Demonstrate the ability to interpret the meaning of The "Sam" Story (answers will vary). C and D. Express pros and cons of why all jobs are important.

C2 2. A. Summarize satisfactions of work (possible answers: earnings, power, contribution to society, challenge, having something to do, being with people, being alone, etc.)

B. Distinguish positive attitudes toward work (answers may vary).

C. Answers:
b 1.
c 2.
d 3.
a 4.

RESOURCES:

Student Activity Sheet: "The Dignity of Work"
The "Sam" Story

STUDENT ACTIVITY SHEET

"The Dignity of Work" Name _____

I. Small group Participation

A. Form a small group according to your teacher's instruction.

1. Complete this occupational ranking form individually.

This is an inventory of your feelings about the status or prestige associated with certain occupations. There are thirteen occupations listed below in random order. You are to rank them in terms of the relative status of prestige you personally feel for them. In the space provided, give a rank of 1 to the occupations which you feel has the most status or prestige, a rank of 2 to the occupation you feel has the next in terms of status or prestige, and so on until you have ranked all 13 occupations.

_____ LAWYER
_____ FILLING STATION ATTENDANT
_____ BANKER
_____ PUBLIC SCHOOL TEACHER
_____ TRUCK DRIVER
_____ CARPENTER
_____ PLUMBER
_____ ELECTRICIAN
_____ MINISTER
_____ POLICE OFFICER
_____ JANITOR
_____ GARBAGE COLLECTOR
_____ PHYSICIAN

2. Compile the results of the group's rankings.

a. Which jobs ranked highest? _____

b. Which jobs ranked lowest? _____

c. List reasons for <u>why</u> the individuals in your group ranked the occupations as they did.

_____ _____
_____ _____
_____ _____

B. Read the "Sam" story

Why was it right for Sam to have a "new sense of dignity and pride" in his work? _____

_____

C. Brainstorm: What would happen if there were no

1. Police Officers _____
2. Janitors _____
3. Plumbers _____
4. Sanitation Workers _____
5. Hospital Attendants _____
6. Dish Washers _____
7. Housekeepers _____
8. Physicians _____
9. Bankers _____
10. Lawyers _____
11. Teachers _____
12. Truck Drivers _____
13. Other _____

D. Form teams within your group. Each team member is to say to his/her partner: "I would not want to be a <u>(job title)</u> because _____." The other team member should respond, "I would like to be a <u>(same job title)</u> because _____."

E. Report results of the group activities to the class.

II. Class activity summary

A. Society requires many different kinds of work to provide for the needs and wants of the people. What makes a job desirable? _____

_____

B. Consider the concept implied by each of the following terms or phrases. If it implies a positive attitude toward work, mark it with a plus (+). If it implies a negative attitude toward work, mark it with a minus (-):

___ 1. dignity
___ 2. meaningful work
___ 3. degrade
___ 4. recognition
___ 5. personal satisfaction
___ 6. ridicule
___ 7. respect
___ 8. disrespect
___ 9. social benefits
___10. belittle
___11. community value/worth
___12. need

C. What would be appropriate actions to turn negative attitudes toward work to positive attitudes? Match the terms in Column A to the suggestions from Column B:

A	B
___ 1. degrade	a. accept the need for
___ 2. ridicule	b. build up; recognize value
___ 3. disrespect	c. be positive; do not make fun of
___ 4. belittle	d. recognize the contribution made

THE "SAM" STORY

INSTRUCTIONS TO STUDENTS: The following story is about a man who does not feel his occupation is important to society, and discovers differently as a result of a strike. Read it carefully, and see if you can discover when his attitude begins to change. After reading the story, answer the questions listed on the Student Activity sheet.

A garbage collector is not thought of as a job which offers much dignity to the individual worker. Many people make jokes about garbage collectors and make fun of them while they are picking up garbage. Sam Jones had been a garbage collector for five years, but was thinking about finding another job because of all the jokes he heard constantly form his friends. Sam's friends didn't mean to hurt his feelings, but they didn't realize how bad they made him feel.

While Sam was deciding whether or not to find another job, his union voted to go on strike. Sam didn't bother to vote for or against the strike because he thought that his vote would not make any difference. On the first day of the strike, news reporters were interviewing citizens and asking how they thought the strike would affect their lives. Some of them were not worried about the strike, but others said they hoped it would not last long. On the second day of the strike, news reporters interviewed restaurant owners and hospital administrators. They were very concerned about maintaining sanitary conditions and had hired a private garbage collection service. This was very expensive, however, and neither organization felt that they could hire the private collection services for a long period of time without raising prices or cutting back on other services.

Sam listened to all the new reports very carefully. He did not know that his job was so important to restaurants and hospitals. He did not think that anyone would pay much attention to the garbage strike, so he was very surprised at what happened the next day.

On the third day of the strike, Sam was very surprised when the news reporters were interviewing an administrator from the Health Department. This administrator was saying that there was a definite threat of the spread of disease since garbage was being piled up on back streets and in alleys. Bacteria an germs could grow and a sudden increase in the rodent population could also spread disease very fast throughout the city. Sam was amazed! Everyone was now seriously concerned about a job which they had teased him about so much the week before. He began to think that maybe his job was more important than he had realized.

On the fourth day of the strike, Health officials called in the National Guard to pick up the garbage because the striking workers still had not returned to work. Health officials thought the city would be in such danger of the spread of disease that they would not let the garbage pile up any longer. Again, Sam was amazed. This proved to him that the city could not do without his services for four days! Now he was convinced how important his job was.

Later that evening the union members voted to end the strike. Sam voted this time and returned to work with a new sense of pride and dignity.

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.03 Explain the interdependence of occupations.

TIME: .5 hour

OUTLINE	STRATEGIES/ACTIVITIES
Interdependency of occupations	C3 1. Justify the need for all occupations. A. Read and discuss page 12 in Chapter One, Career Skills, (first edition). B. Brainstorm the need for each job. C. Explain why all jobs are inter-dependent.
	C3 2. Demonstrate inter-dependence of all careers.
	C3 3. Demonstrate inter-dependency of occupations and participate in the Cooperation Squares Game.
	C3 4. Simulate inter-dependence of occupations: A. Complete worksheet "Building a House;" B. Complete project "Interdependence of Occupations;" C. Complete worksheet "Depen-dent Businesses and Occupations;"

D. Complete worksheet "What Would Happen If Workers Didn't Complete Their Work?"

5. Bulletin Board Suggestion.

RESOURCES:

Career Skills textbook, 1st Edition, page 12.
Cooperation Squares Game, sheets A through E.
Worksheets:
- "Building a House"
- Teacher Information Sheet
- "Dependent Businesses and Occupations"
- "What Would Happen If Workers Didn't Complete Their Work?"

Bulletin Board Suggestion
Old magazines
Dictionary of Occupational Titles
Guide for Occupation Exploration
Occupational Outlook Handbook
Newsprint/poster paper
Glue, paste, or rubber cement
Magic markers
Scissors

THE WORLD OF WORK*

Work can be done by just about everybody. And there is probably a job somewhere to suit almost everyone. Let's take a quick look at the world of work.

Kinds of Jobs

The kinds of jobs available are almost countless. As you walk or drive down a street, look around you. Everything that meets your eye, from the stones under your feet ot the clouds in the sky, is linked to some kind of job. For example, is there a billboard beside the road? How many jobs do you think have to do with a billboard? Here are some:

Landlord. Owns the property the billboard is standing on and collects rent.

Designer or architect. Drew up the plans for the billboard's construction.

Carpenter. Followed the designer's plans to make the billboard.

Electrician. Installed lights so the billboard can be seen at night.

Advertising salesperson. Sold the space on the billboard to a manufacturer.

Advertising artist. Designed the picture appearing on the billboard advertisement.

Advertising writer. Wrote the words appearing on the billboard advertisement.

Sign painter. Took the design from the advertising artist and writer and painted it on the billboard.

So far our list names eight jobs directly connected with the billboard. How many other jobs can you think of that might be linked to the billboard? What about the manufacturer? If there were no products to advertise, there would be no need for billboards at all. Suppose the ad on the billboard was for chewing gum. What different kinds of jobs do you think are linked to a stick of chewing gum?

Following is a list of just a few of the jobs available today. By looking in newspapers or the phone book, by watching

TV, or just by walking down the street, see how many you can add to this list.

- reporting the news
- teaching
- repairing cars
- solving crimes
- operating computers
- fighting fires
- waiting on tables
- designing houses
- farming
- playing professional sports
- studying the ocean
- raising fish
- nursing
- bricklaying
- playing a musical instrument
- chemical engineering
- photographing news events
- housekeeping
- selling clothes in a store
- writing scripts for TV shows

That's just 20 of the thousands of jobs people do in this country. Do any of these jobs sound interesting to you?

*From Career Skills, 1st Edition, p. 12.

Teacher Instructions:

Activity #1: Justify the need for all occupations

1. Read page 12 from Chapter One in Career Skills with your class. (Copy is attached.)
2. Discuss the importance of each job.
3. Brainstorm the need for each job.
4. Explain why all jobs are interdependent.

Teacher Instructions:

Activity #2: Interdependency of School Faculty

1. Students brainstorm all the careers in the school.
2. List each career on the board or overhead in outline form.
3. Below each career, list duties for which that person is responsible.
4. Erase or cover one of the careers.
5. Discuss the effect of that person not being available to complete their duties on the entire school.
6. Repeat step 5 using various careers from list.
7. Discuss how each person in the school is dependent upon another person to be able to effectively complete their job.

This activity may be done with any organization such as:

1) circus careers
2) newspaper careers
3) automobile industry
4) hospital
5) etc.

Teacher Instructions:

Activity #3: The Cooperation Squares Game

Materials:
Set of five squares and instruction sheet for each of the five participants.
Table for each group of five participants.
Stiff paper (or laminated paper)
Envelopes

Procedure:
1. Before class, prepare a puzzle set for every five students who will want to participate (see directions below).

2. Begin by asking what cooperation means. List on the board some of the requirements for cooperation with a group.
   Examples: Everyone has to understand the situation.
   Everyone needs to believe that he/she can help.
   Instructions need to be clear.
   Everyone must consider the other people involved as well as himself/herself.
   Describe the activity as a puzzle that can only be solved by using cooperation.

3. Divide the class into groups of five; then seat each group at a table equipped with a set of envelopes. Tell the players they may choose an envelope but may not open it until given a signal.

4. Explain the following instructions and then read aloud the rules.

INSTRUCTIONS:
Each player has an envelope containing pieces for forming squares. At a signal, everyone opens the envelope. The five people at each table begin trying to make five squares of equal size. The game is not complete until everyone at a table has a perfect square and all the squares are the same size.

RULES:
No player may speak.
No player may ask for a card or in any way signal that they want one.
Players may give cards to other players.
Monitors may not speak to or signal players.

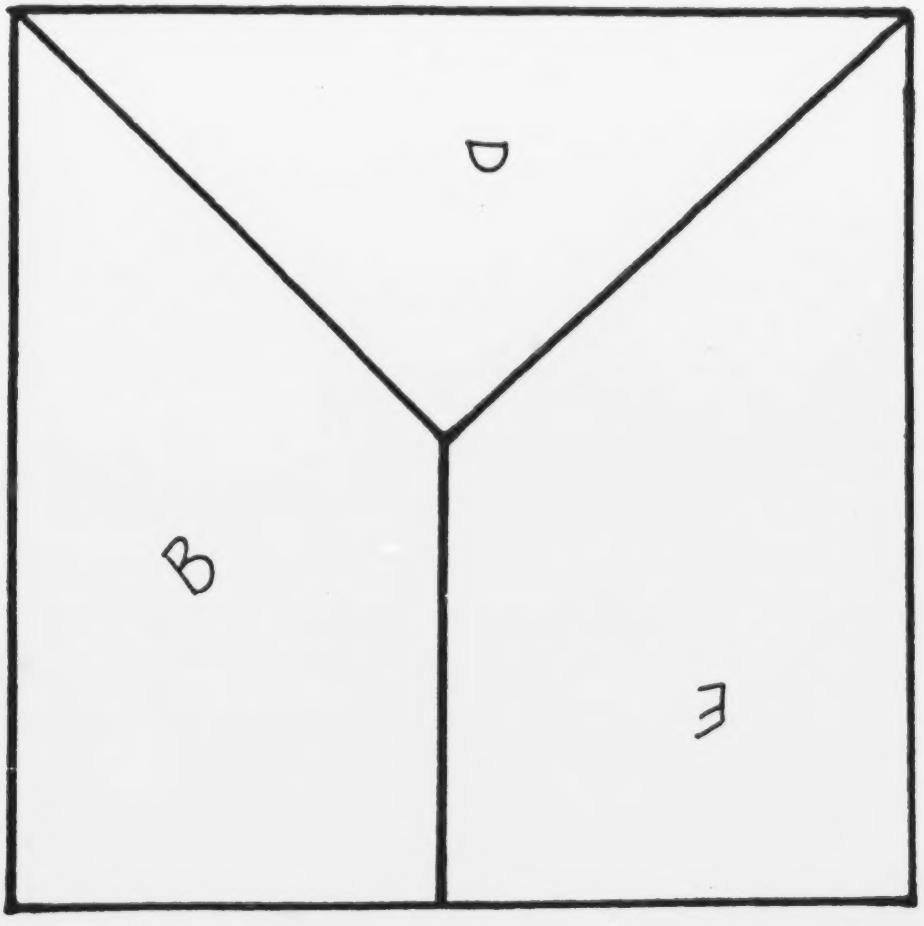
5. Give the signal to open the envelopes.

6. When all or most of the groups have finished, call time and discuss the experience.

DIRECTIONS FOR PUZZLE PREPARATION
A puzzle consists of five envelopes, each containing three pieces of stiff paper cut into distinctive shapes. One student will have all of the "A" pieces in their envelope. One student will have all the "B" pieces in their envelope. One student will have all the "C" pieces in their envelope. One student will have all "D" pieces in their envelope. One student will have all the "E" pieces in their envelope. When properly arranged, the pieces will form five 6"x 6" squares. There are other possible combinations which will form one or two squares; but only one arrangement will make five squares of equal size, as shown in the diagrams on the next page.

Co-Operation Squares

Make enough copies according to how many groups you will have. i.e. 5 groups - 5 copies. Cut the shapes exactly on the lines. Laminate for durability if you want. Make envelopes for each letter. There should be 3 pieces in each envelope.



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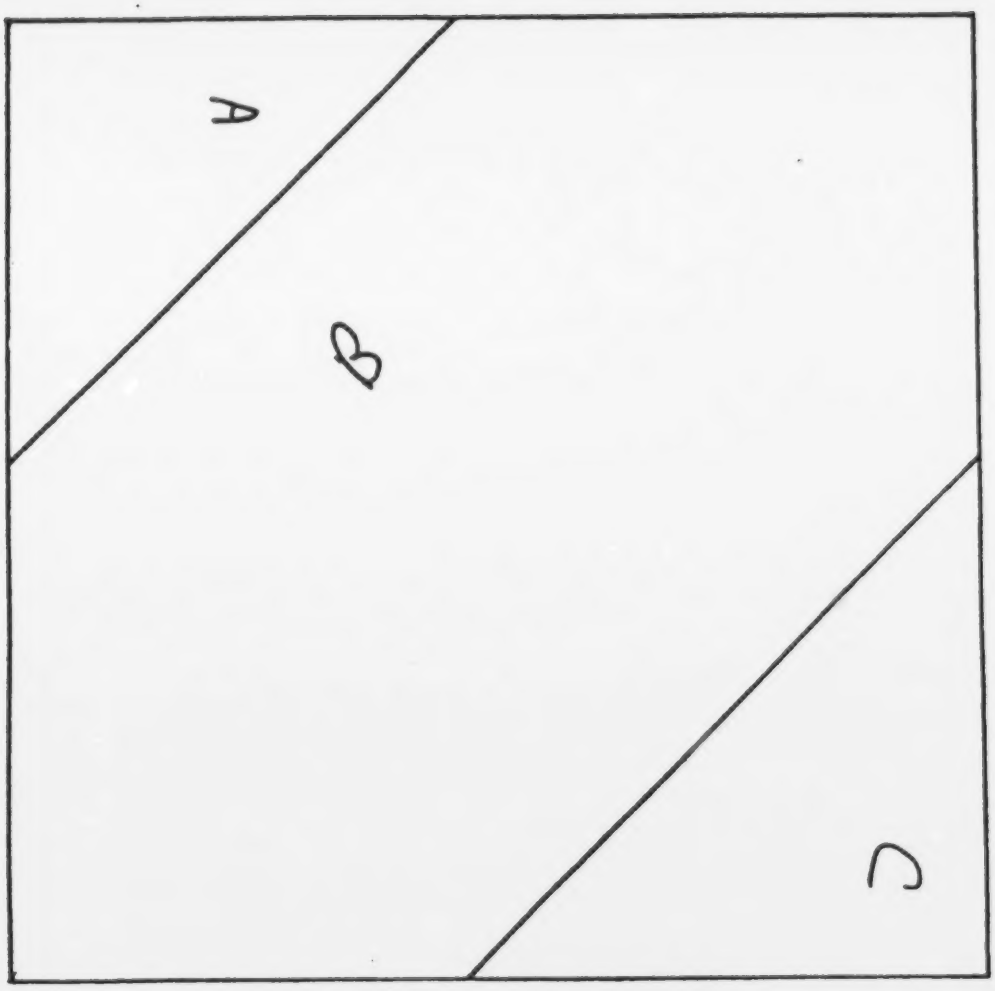

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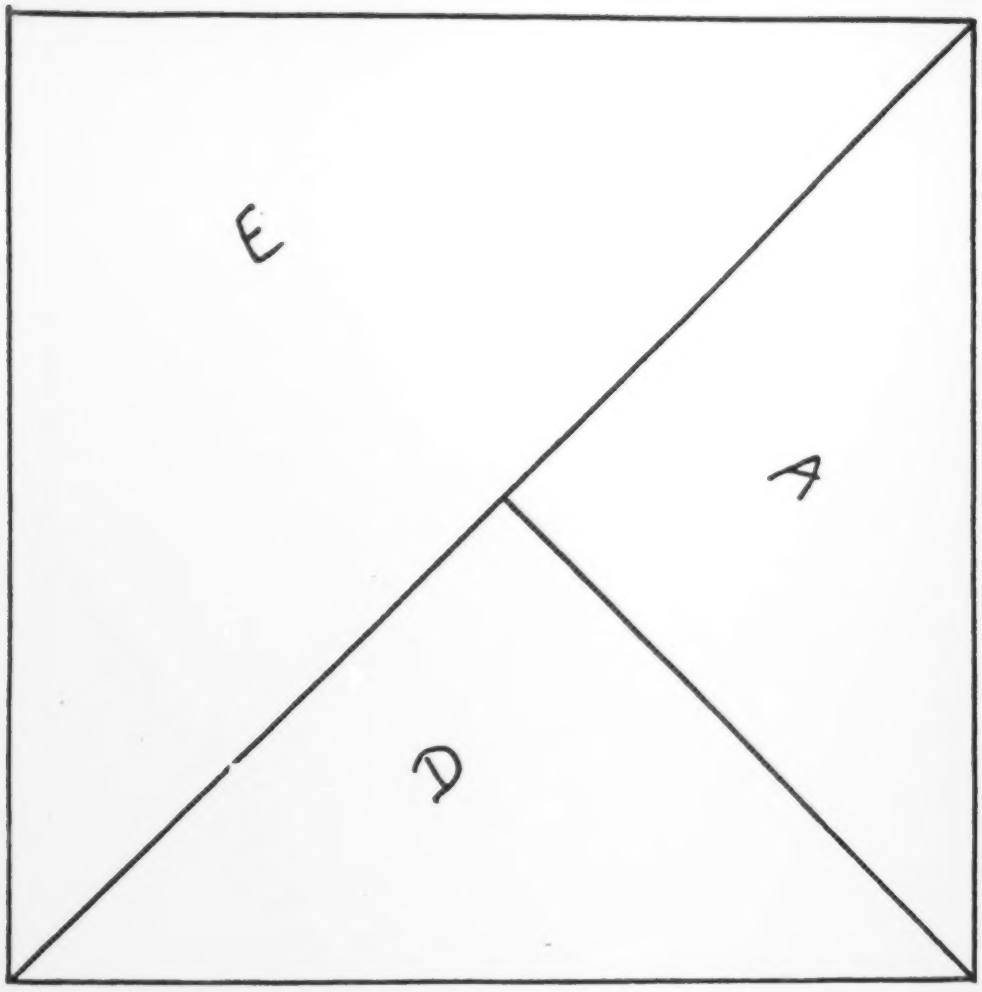

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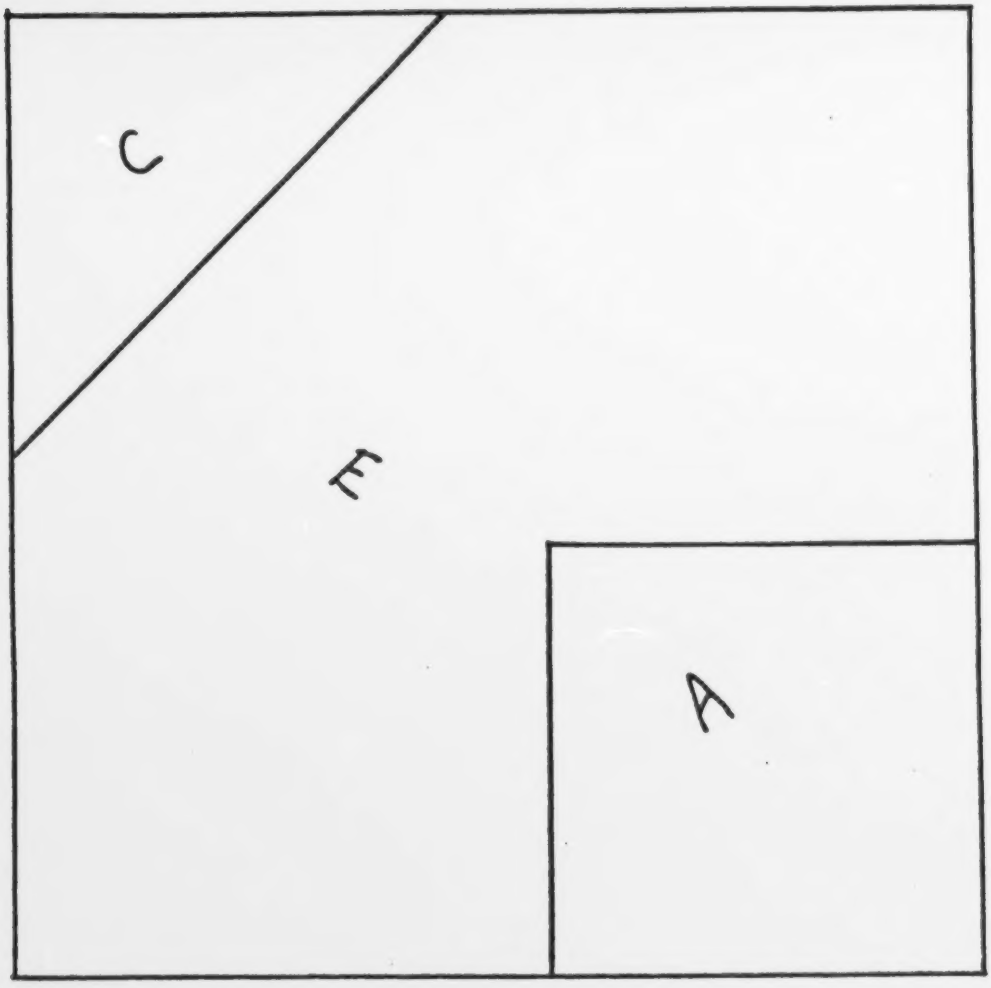

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B
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D

Teacher Instructions:

Activity #4a: Simulate Interdependency of Occupations

1. Distribute copies of the worksheet "Building A House."
2. Have the students pretend that they are building a house.
3. The assignment is to see how many occupations related to building the house they can find in the puzzle. List the occupations on the activity sheet.
4. Review the correct list, allowing students to identify occupations they found.
5. Ask students to explain why each occupation is necessary in the building of a house (this may be explained verbally or written).
6. Complete worksheet "Dependent Businesses and Occupations."
7. Homework option:
   Ask parents to list kinds of businesses upon which they must depend in order to operate their businesses. What occupations are involved in each business?

   Example: Restaurant (list suppliers)

Teacher Instructions:

Activity 4b: Project, Interdependency of Occupations

1. Ask students if they could survive by themselves without anyone supplying anything.

2. Relate this to occupations. Explain that in occupations they rely on each other.

3. Ask the class to think of examples of how occupations must depend on each other.

4. Divide the class into small groups.

5. Distribute the following materials:
   - newsprint/poster paper (one per group)
   - magic markers
   - glue/paste/rubber cement
   - scissors
   - old magazines/old Career World magazines
   - reference books: OOH, DOT, GOA

6. First: Have the students go through the magazines and find a product.

7. Cut the product out and glue/paste it on the paper provided.

8. Below or around the product list materials needed to produce this product.
   Example: Product = Pencil
   Material needed to produce
   lumberjack ----- wood
   miner ---------- graphite
   chemist -------- rubber, metal, printing, etc.

   Start from beginning (raw material) all the way to the user/consumer.

9. Then, under the materials needed, list the occupation "title."
   *Students will need reference books for this activity.

10. Allow groups to display and discuss their projects.

Note: See Teacher Information sheet for another procedure to complete this activity.

Activity 4c Dependent Businesses and Occupations

Directions Below you will find several businesses and occupations. Think about how each business must depend on workers in other businesses. For each business listed, think of as many related business as you can and list them. After you have completed these, think of a business not listed and show how it must depend on others. An example has been completed for you.

	Business:	Dependent Businesses and Occupations:
1.	sandwich shoppe	bread maker butcher or meat company potato chip company restaurant workers etc.
2.	ice cream store	
3.	community hospital	
4.	building contractor	
5.	grocery store	
6.	flower and gift shop	
7.	school prom committee	
8.	additional business:	

Activity 4d: "What Would Happen If Workers Didn't Complete Their Work?"

Directions:

1. Some people take too much for granted. Everyone must do his part to turn the wheels of the economy. (Freedom and health care are not free, and peace in not easy.)

2. Divide the students into groups. Select a leader for each group. Each group will complete then discuss the worksheet, "What would happen if workers didn't complete their work?"

3. Ask the students to state what they learned.

Teacher Information Sheet:

If you wish to use a handout rather then the procedure recommended for this activity, the form below might be used:

Example:

PRODUCT: Pencil

MATERIALS NEEDED TO PRODUCE PRODUCT	OCCUPATIONAL TITLE(s)
Wood	Lumberjack
Graphite	Miner
Rubber	Chemist
etc.	

PRODUCT:

MATERIALS NEEDED TO PRODUCE PRODUCT	OCCUPATIONAL TITLE(s)

PRODUCT:

MATERIALS NEEDED TO PRODUCE PRODUCT	OCCUPATIONAL TITLE(s)

What Would Happen If Workers Didn't Complete Their Work?

1. If the teacher did not complete lessons, _____

2. If the upholsterer didn't complete the sofa, _____

3. If the pilot did not complete the route, _____

4. If the embalmer did not embalm, _____

5. If the M.D. did not see the patient, _____

6. If the police officer did not write the ticket, _____

7. If the cook did not cook, _____

8. If the barber did not cut hair, _____

9. If the child care attendant did not keep the child safe, _____

10. If the farmer did not plant grains, fruits, and vegetables, _____

11. If the dishwasher did not wash the dishes, _____

12. If the pharmacist did not follow directions, _____

13. If the house painter did only half of the room, _____

14. If the editor did not give leadership, _____

15. If the new reporters did not report the news, _____

16. If the student did not study, _____

17. If the mechanic did not complete his job, _____

18. If the bookkeeper did not show his work, _____

_____

19. If the singer/actor did not perform, _____

_____

20. If the construction worker did not complete the house frame, _____

_____

21. If the assembly line worker left the line with his work incomplete, ____

_____

22. If the armed forces worker did not fight, _____

_____

23. If the salesperson did not sell, _____

_____

24. If the employment interviewer did not interview people, _____

_____

25. If the Social Security worker did not fill out the papers, _____

_____

26. If the dentist broke his arm? _____

_____

BULLETIN BOARD SUGGESTION

Directions:

This bulletin board is based on production of goods and/or services. It is also based on the operation of industry organization.

Place a vertical band of job titles on both sides of the bulletin board. The job titles should be those the students have brainstormed - all the jobs that exist because a new large bakery came to town: quality control technician, purchasing agent, accountant, secretary, baker, computer technician, manager, receiving/shipping clerk, personnel director, salesperson, housekeeping supervisor, truck drivers, etc.

BUILDING A HOUSE

I. You're going to have a house built. Who do you need to complete the job? (There are 20 occupations/jobs to be found.)

B T L C A R P E N T E R I N S U R A N C E
Z W I B T H O U S E N A I L S G L G U E W
W O G E T P S A L E S P E R S O N S E C C
A S H C O N T R A C T O R B A T H N E A O
L T T D R O T C R A N G E C A R P T T R O
L O F R N E I H C A G M A S O N I N E P W
P R I O E R L I R P L A L S T E R D I E H
A Y X O Y M E T E L E C T R I C I A N T O
P G T M S A P E M U E N O T L A U N E I L
E A U F U L O C I M S U R V E Y O R P N E
R R R Y I A O T R B U I L D E R E P E G S
H A E R T N L L A E R C E D P E N D C E A
A B U L L D O Z E R O P E R A T O R T O L
N G C R E S E A T I O D K O I G R N O R E
G E O M M C I C R O F I I W N R O A R V E
E A O V B A N K E R E N T A T E O H S D S
R T E N D P I S H W R N C S E A M E R I P
S T S A L E T R A S S I H H R E T A I L O
A I A P P R A I S E R N E C S T O M P A C

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Can you list other occupations needed in the building of a house?

ANSWER KEY

BUILDING A HOUSE

Students should find the following occupations.

1. contractor
2. realtor
3. attorney
4. electrician
5. surveyor
6. plumber
7. architect
8. builder
9. carpenter
10. salespersons
11. mason
12. inspectors
13. bulldozer operator
14. painter
15. roofer
16. landscaper
17. appraiser
18. banker
19. insurance agent
20. wallpaper hanger

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.04 Examine the effects of technology on the workplace and its workers.

TIME: .5 hour

OUTLINE	STRATEGIES/ACTIVITIES
Effects of technological changes: A. Past and present B. Increased skills, education, and training	C1 1. Define technology and economics: Read pages 15 through 18 in Chapter 1, "Thinking About Work," in Career Skills, 1st edition. C1 2. Identify "obsolete" items and "new and improved" items: A. Brainstorming items B. Complete worksheet "Technology Now and Then" C. Display old relics or antiques C2 3. Discuss how technological advances have affected workers: A. Unemployment for those in out-of-date occupations B. Employment in technical occupations C. Less dangerous working conditions - machines (robots) do dangerous jobs D. Disadvantages developing fast - can't control

technology
E. Workers will need greater technical education/skills, more computer skills, more communication skills.

P2 4. Collect newspaper articles concerning technological advances and changes:

C2P2 A. Discuss changes
B. Discuss effects on workers.

RESOURCES:

Career Skills, First Edition
Worksheet: Technology Now and Then

TECHNOLOGY NOW AND THEN

Technology affects your daily life.
Technology is applied science used for the benefit of people.

Directions: Below you will find two columns of words. See if you can match the technological advancement to the need of the past. The first one is done for you.

	Needs of the Past	Technology Advancement	
0.	transportation by horse	0	A. automobiles
1.	abacus	_____	B. refrigerator
2.	letter/pony express	_____	C. air conditioner
3.	candles	_____	D. cordless phone
4.	radio	_____	E. space shuttle
5.	wood stove	_____	F. radar
6.	ironclads	_____	G. computer
7.	biplane	_____	H. microwave oven
8.	books	_____	I. warhead missiles
9.	fan	_____	J. television
10.	ice	_____	K. electric lights
11.	club/bow and arrow	_____	L. atomic submarines
12.	map	_____	M. computer disk

ANSWER KEY

TECHNOLOGY NOW AND THEN

transportation by horse	0	A.	automobiles
ice	10	B.	refrigerator
fan	9	C.	air conditioner
letter/pony express	2	D.	cordless phone
biplane	7	E.	space shuttle
map	12	F.	radar
abacus	1	G.	computer
wood stove	5	H.	microwave oven
clubs/bow and arrows	11	I.	warhead missiles
radio	4	J.	television
candles	3	K.	electric lights
Ironclads	6	L.	atomic submarines
books	8	M.	computer disk

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.05 Recognize characteristics of the American and the global economies.

TIME: 3 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
The American Economic System: A. Terminology B. Business cycle C. Types of economic systems D. States of the economy E. Worldwide trade	C3P 1. Read Chapter 13 in Career Skills. 2. Distribute Vocabulary sheet with definitions. C2 3. Discuss concepts on Vocabulary sheet and in chapter. A 4. Play BINGO or JEOPARDY. (You may allow students to use the Vocabulary sheet.) A 5. Post-test, using the BINGO or JEOPARDY games. (Students may not use Vocabulary sheet or notes.) Additional suggestions: 1. Have students cut out newspaper articles dealing with the economy. 2. Have students summarize the articles in a paragraph and incorporate five vocabulary words into the paragraph.

RESOURCES:

Career Skills
American Economic System Vocabulary sheet
BINGO sheet
JEOPARDY game board
Blank JEOPARDY Question Answer Sheet
JEOPARDY Answer Sheet

AMERICAN ECONOMIC SYSTEM

1. Discuss the American economic system.
   Use the brainstorming technique.

2. Give out the vocabulary sheet.

3. Go over the words and definitions.
   Discuss examples of each word.

4. Scramble the sequence of the definitions to develop comprehension.
   Example: Say, "Who can tell me what word fits this definition - 'the study of how a society allocates its scarce resources.'" (Economics)

5. You may play BINGO or JEOPARDY to give students a working vocabulary. You may choose to reward the winner by giving prizes.

   JEOPARDY:
   1. Distribute Jeopardy question sheets.
   2. Call out Jeopardy answers.
   3. Students must write the question for each of the answers on their answer sheet.
   4. 5500 - 6000 pts. = A
      5000 - 5499 pts. = B
      4500 - 4999 pts. = C
      4000 - 4499 pts. = D
      3999 - lower = F

   BINGO:
   1. Put the vocabulary words on the board.
   2. Students copy vocabulary words onto their BINGO sheet in any order they choose.
   3. The teacher calls out the definition and the students have to match the definition to the word on their BINGO sheet.
   4. Students cover word on their BINGO sheet.
   5. The first student with BINGO wins!

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AMERICAN ECONOMIC SYSTEM

VOCABULARY

economic system - the combination of all people producing, selling, and using products and services: the exchange of goods and services
goods - products that are sold
services - acts of assisting or aiding someone; in an economic system, people purchase goods and services
free enterprise system - our country's economic system; a system that allows individuals to make their own economic choices and decisions and encourages individuals and businesses to produce and sell goods and services at a profit; capitalism
production - the making of goods available for human wants
distribution - the marketing or merchandising of commodities; to give out to potential buyers
consumption - to use economic goods
consumer - one that uses economic goods
commodities - products or goods which are useful or valuable
profit - money left over after all bills are paid; income minus expenses
supply and demand - two economic factors involving goods, services, and consumers that often determine prices; in general, if the supply goes up or is greater than the demand, the price goes down; if the demand is greater than the supply, the price goes up
income - all money received by a person; total of all wages, salary, interests, commissions, and other bonuses
inflation - a rise in prices due to increased production costs and a great demand for few goods and services
deflation - a lowering of prices because the supply of goods and services exceeds the demand
recession - a slowdown in economic activity; people are not buying as much as they used to
depression - times when people have little or no money to spend and business activity is low
entrepreneurs - people who start their own businesses and work for themselves
economics - the study of ways a society allocates its scarce resources
productivity - the amount of a given resource produced by an individual or a company; productivity is directly related to profit
competition - the effort of two or more companies or individuals trying to secure the business of an individual or company by offering the most favorable terms
corporation - a body formed and authorized by law to perform as an individual to make decisions regarding the well-being of a particular company or business venture
partnership - two or more people organized in a cooperative business venture having common rights and responsibilities

VOCABULARY (Cont'd.)

sole proprietorship - a type of business organization in which only one person is responsible for the business venture
budget - a statement of financial position for a given period of time based on money spent and money which is available; a plan for spending money which is allocated or available
resources - a given amount of a particular element or expertise available for one to use
economy - the management of the resources of a country, community, or business
manufacturer - a person, enterprise, or entity that produces products; especially the owner of a factory
distributor - one that markets or sells merchandise; one that distributes
retailer - one that sells goods or commodities in small quantities to the consumer
banker - a person who owns or serves as officer of a bank
socialism - a social system in which the government or producers possesses both political power and the means of producing and distributing goods
communism - a social system characterized by the common ownership of the means of production and subsistence and by the organization of labor for the common advantage of all members
import - to bring in goods from a foreign country for trade or sale
export - to send or carry goods out of the country for trade or sale
technology - the application of science to commercial or industrial objectives

AMERICAN ECONOMIC SYSTEM B I N G O

		FREE SPACE		

JEOPARDY

Terminology	Business Cycle	Economic Systems	States of the Economy	Economics
The management of the resources of a country, community or business. $100	A person, enterprise, or entity that produces products. $100	Our country's economic system which allows individuals to make their own economic choices and encourages businesses to sell goods and services at a profit. $100	The application of Science to the objectives of commercial or industrial ventures. $100	The student of the way a society allocates its scarce resources. $100
Products that are sold. $200	One that markets or sells merchandise; one that distributes. $200	A system in which the government or producers possess both political power and the means of producing and distributing goods. $200	A slow-down in economic activity. $200	Two economic factors involving goods, services, and consumers which often determine prices. $200
Acts of assisting or aiding someone. $300	One that sells goods or commodities in small quantities to the consumer. $300	A system characterized by the common ownership of the means of production and subsistence and by the organization of labor for the good of all. $300	Times when people have little or no money to spend. $300	The effort of two or more companies or individuals trying to secure the business of an individual or company. $300

One that uses economic goods. $400	A person who owns or serves as officer of a bank. $400	Another name for the Free Enterprise system. $400	A rise in prices due to increased production costs and a great demand for few goods and services. $400	To bring goods in from another country for trade or sale. $400
People who start their own businesses and work for themselves. $500	A customer. $500	One difference in the Free Enterprise system and Communism. $500	A lowering of prices because the supply of goods exceeds the demand. $500	To send goods abroad for trade or sale. $500

AMERICAN ECONOMIC SYSTEM

JEOPARDY

ANSWER SHEET

Terminology

$100 -
$200 -
$300 -
$400 -
$500 -

Business Cycle

$100 -
$200 -
$300 -
$400 -
$500 -

Economic Systems

$100 -
$200 -
$300 -
$400 -
$500 -

States of the Economy

$100 -
$200 -
$300 -
$400 -
$500 -

Economics

$100 -
$200 -
$300 -
$400 -
$500 -

AMERICAN ECONOMIC SYSTEM

JEOPARDY

ANSWER KEY

Terminology

$100 - economy
$200 - goods
$300 - services
$400 - consumer
$500 - entrepreneurs

Business Cycle

$100 - manufacturer
$200 - distributor
$300 - retailer
$400 - banker
$500 - consumer

Economic Systems

$100 - Free Enterprise
$200 - Socialism
$300 - Communism
$400 - Capitalism
$500 - answers will vary

States of the Economy

$100 - technology
$200 - recession
$300 - depression
$400 - inflation
$500 - deflation

Economics

$100 - economics
$200 - supply/demand
$300 - competition
$400 - import
$500 - export

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.06 Examine factors which comprise responsible citizenship.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Factors which comprise responsible citizenship 1. Community a. education b. volunteer c. voting 2. Workplace a. self-supporting b. paying taxes 3. Pros and cons of government assistance programs a. national b. state c. county	C3P2 1. Community activities a. Education 1. Help Wanted activity 2. Career Choices in North Carolina b. Volunteer activity c. Voting 1. Registrar speaker 2. CECNC officer election 3. Class Superlative election 2. Workplace activities a. Self-supporting 1. Getting paid 2. Paycheck practice b. Taxes Figuring income tax 3. Government assistance programs activities a. National b. State c. County

4. Additional activities: Development of citizenship

RESOURCES:

Career Choices in North Carolina, Volume 7
Career Skills, 1st Edition (textbook and workbook)
Local newspapers
Worksheets:
- Volunteer Interest
- Getting Paid
- Paycheck Practice
- Figuring Taxes (1040EZ)
- Development of Citizenship

QUESTIONS

1. The pay statement on the last page is for one week's pay earned by Sally Reyes. Who does it go to?

   _____ Sally
   _____ Sally's employer

2. What were Sally's total earnings before anything was taken out?

   _____

3. How much did Sally take home that week?

   _____

4. How many hours did she work?

   _____

5. Did she earn any overtime?

   ___ Yes ___ No

6. How much did she earn in commission on sales?

   ___ $0 ___ $20 ___ $130

7. $9.20 was taken out of Sally's earnings for:

   ___ Income Tax
   ___ Medical Insurance
   ___ Social Security

8. How much was taken out of her pay for Federal Income Tax?

   _____

9. In Sally's state, do workers have to pay a State Income Tax?

   ___ Yes ___ No

10. In Sally's city, do workers have to pay a City Income Tax?

    ___ Yes ___ No

11. Sally had a car accident. Which deductions go toward insurance plans that will help her pay doctor and hospital bills?

12. Sally won't be able to go back to work for some time. Which deduction goes toward paying a small income to workers like Sally who cannot work for a while?

    ___ Disability
    ___ Federal W. tax

Examine Factors Which Comprise Responsible Citizenship

Teacher Instructions:

I. Community
  A. Education activity
    1. Have students look in the Help Wanted section of the newspaper to locate careers in their community which require:
      a) less than high school diploma
      b) high school diploma
      c) vocational or technical training
      d) four year college degree
      e) more than a four year college degree (Master's or Doctorate)
    2. Discuss career opportunities available at various educational exit levels.

    3. You may refer to volume 7, Career Choices in North Carolina tabloid page 4 - "Education = Good Job + Good Pay" and page 5 "More Than Basics".

  B. Volunteer activity
    1. Students must contact a local organization and conduct an interview by phone or in person utilizing the Volunteer Interest Worksheet.

  C. Voting activities
    1. Invite the local registrar to speak to the class about voting procedures

      a. Who may vote? (age, citizenship)
      b. What are the restrictions on voting? (citizen, felony conviction, etc.)
      c. How does one register to vote?
      d. What is the process of voting?
      e. When does one have the opportunity to vote?

    2. Involve students in the voting process by electing class officers for CECNC.

    3. Involve students in the voting for class superlatives.

II. Workplace
  A. Self - supporting
    1. Getting paid
      a. Read Getting Paid Information Sheet
      b. Complete questions

    2. Paycheck practice
      a. Complete Paycheck Practice Worksheet

  B. Taxes
    1. Figuring Income Tax
      a. Complete a 1040EZ Form according to instructions
      b. Complete Paying Taxes - Part I Worksheet according to instructions
      c. Complete Paying Taxes - Part II Worksheet according to instructions

III. Pros and cons of government assistance programs
   A. National - Contact Department of Health, Education, and Welfare
      1. Research these programs
      2. List pros and cons

   B. State - Contact Department of Human Resources
      1. Research these programs
      2. List pros and cons

   C. County - Contact County Social Services Department
      1. Research theses programs
      2. List pros and cons

IV. Additional activities
   1. Ask students to define and explain citizenship
   2. Complete worksheet, Development of Citizenship
   3. Discuss results of steps 1 and 2

VOLUNTEER INTEREST WORKSHEET

Name of Organization: _____

Person You Spoke With: _____ Title: _____

Phone number: _____ Date: _____

1. What kind of organization is it (social service agency, school, church, etc.)?

_____

2. What types of services does this organization provide to the community?

_____

_____

3. What interested you about this particular type of organization?

_____

_____

4. What skills would you be using if you worked for this organization?

_____

_____

5. What skills would this work help you develop? (Remember to think about adaptive and transferable skills, not just job content skills.)

_____

_____

6. When can you work for this organization? Be specific about days and hours you can work.

_____

7. Is there a possibility that your volunteer work for this organization could eventually lead to paid work on a part-time basis?

_____

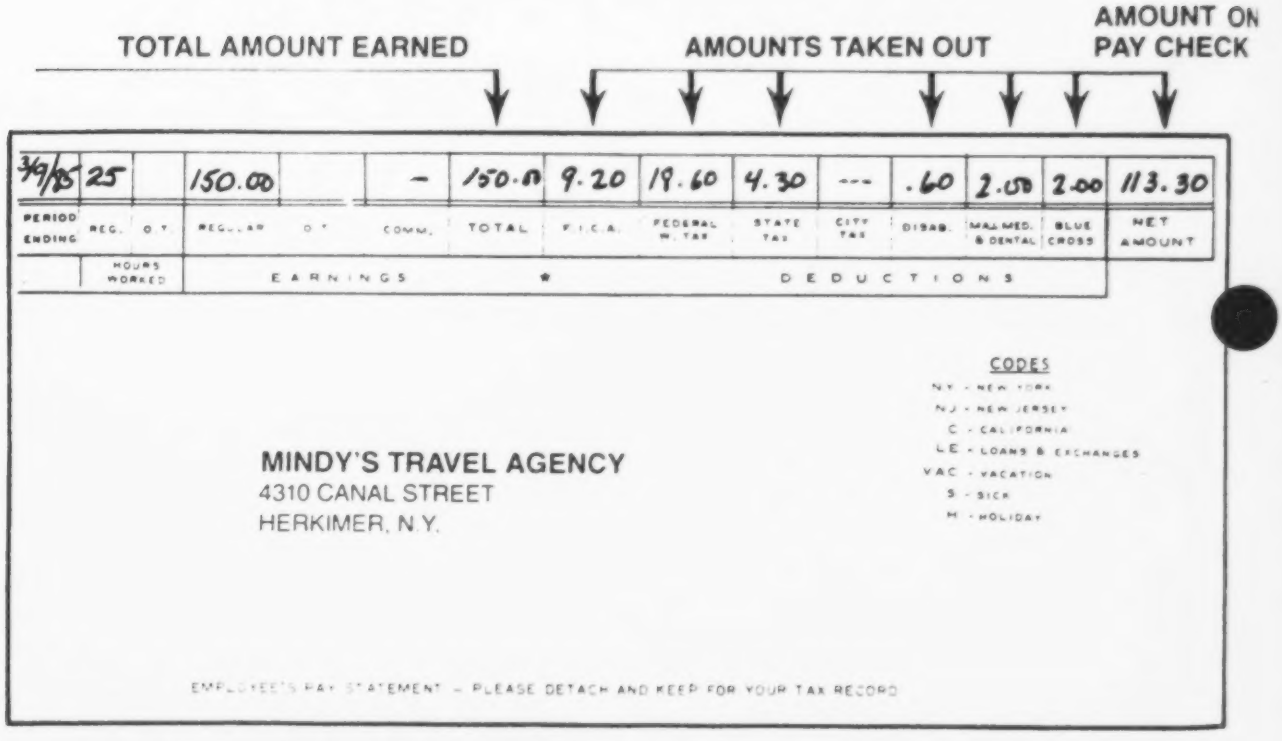
GETTING PAID

INFORMATION SHEET

The law requires companies to take taxes out of their employees' earnings before paying them. So an employee earning $200 a week takes home less than $200 a week.

A pay statement comes with the paycheck and says what was taken out.

NOTICE the kinds of information on the pay statement below.



WORDS AND MEANINGS

O.T.—overtime, hours or earnings more than the regular

comm.—commission, money earned by some salespeople based on how much they sell

deductions—money taken out of earnings

F.I.C.A.—Social Security, a national insurance program that sends a check every month to retired people and certain others who cannot work

Federal W. Tax—Federal Withholding Tax, amount taken out for federal income tax

disab—disability, a program to pay sick or injured workers while they cannot work

Maj. Med. & Dental, Blue Cross— insurance programs to help pay doctor, dentist and hospital bills

PAYCHECK PRACTICE WORKSHEET

The purpose of this activity is to give you practice in paycheck arithmetic.

Following are three case studies. **Read them carefully. Then do the arithmetic needed. Use a separate sheet of paper if necessary. Write the answers in the blanks.**

Case 1

Randall makes $6.15 per hour at the Quincy Shoe Factory. He works 40 hours a week. What is his weekly gross pay? $6.15 × 40 = $ _____

In addition to taxes and FICA, Randall asked his employer to take several other deductions from his pay. This week he took out $7.86 for medical insurance, $3 for a pension plan, and $15 for a savings plan. How much did Randall's employer deduct altogether? $7.86 + $3 + $15 = $ _____

Case 2

Lisa worked at the Savin' Shopper after school for $5.20 an hour. Last week she worked 12 hours. What was her gross pay? $5.20 × 12 = $ _____

How much of Lisa's gross pay was taken out for FICA? (FICA takes out 7.15 percent). Gross pay × .0715 = $ _____

Case 3

Last year Susan earned $3,050 at her part-time job. As she figured her taxes, she discovered the federal government had been paid $286. Her state government had been paid $56. Her FICA taxes came to $78. How much has been paid altogether? $268 + $56 + $78 = $ _____

When she finished, Susan found she still owed another $28 in federal taxes. How much were her total federal taxes last year? Taxes already paid + $28 = $ _____

Name _____ Date _____

FIGURING INCOME TAX

When you earn income, you have to pay tax. The first income tax form you will probably fill out is the 1040EZ.

Below is a 1040EZ income tax form. Complete the form using the following information or use you own figures if you have earned income. See whether the government owes you money or you owe the government money. You will find instructions for completing the 1040EZ on the next page.

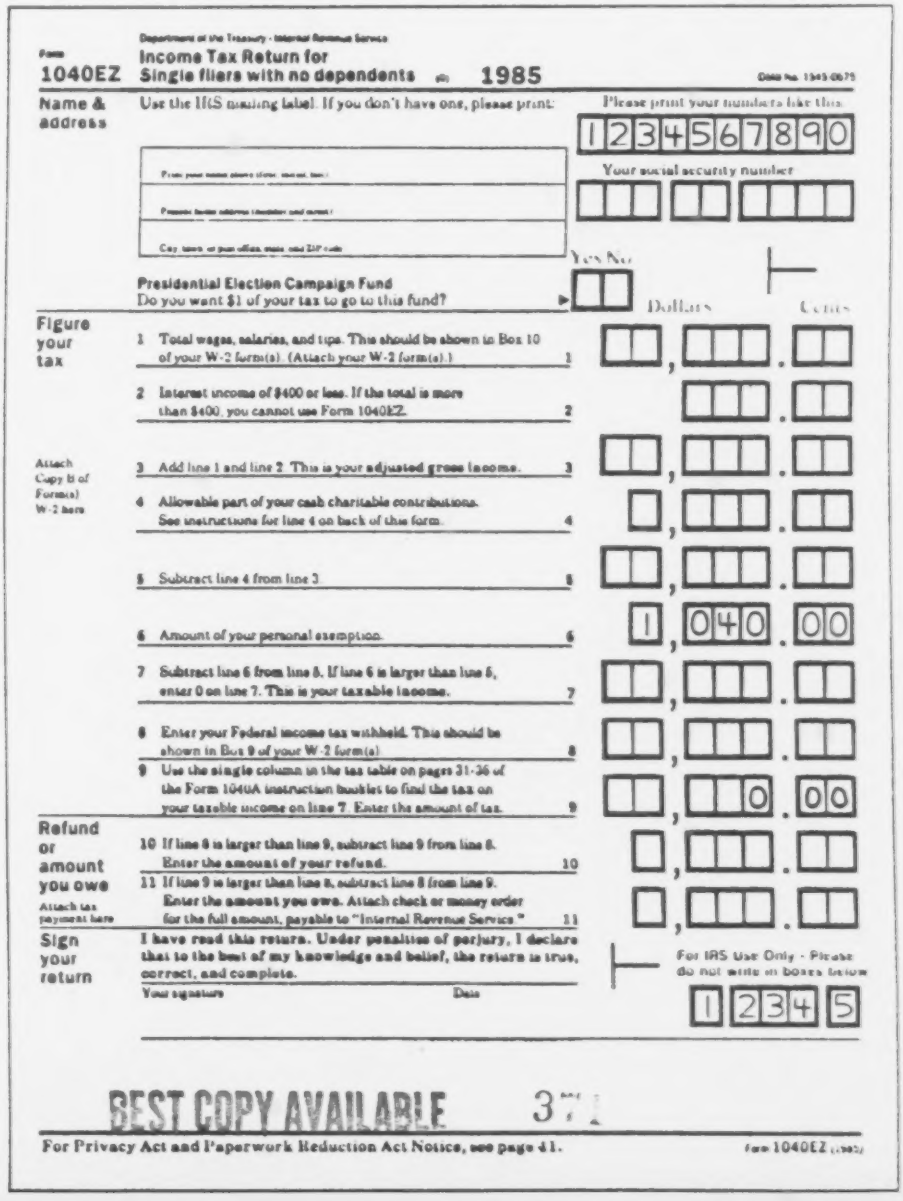
Your W-2 form from your employer has the following information:

Wages $700

Federal Income Tax Withheld $57

F.I.C.A. Tax Withheld $49

Your tips amounted to $150



Department of the Treasury - Internal Revenue Service

Form **1040EZ** **Income Tax Return for Single filers with no dependents** **1985**

OMB No. 1545-0675

Name & address Use the IRS mailing label. If you don't have one, please print:

Please print your numbers like this: 1 2 3 4 5 6 7 8 9 0

Your social security number

Yes No

Presidential Election Campaign Fund Do you want $1 of your tax to go to this fund? ▶

Dollars Cents

Figure your tax

1 Total wages, salaries, and tips. This should be shown in Box 10 of your W-2 form(s). (Attach your W-2 form(s).) 1

2 Interest income of $400 or less. If the total is more than $400, you cannot use Form 1040EZ. 2

Attach Copy B of Form(s) W-2 here

3 Add line 1 and line 2. This is your **adjusted gross income.** 3

4 Allowable part of your cash charitable contributions. See instructions for line 4 on back of this form. 4

5 Subtract line 4 from line 3 5

6 Amount of your personal exemption. 6 1,040.00

7 Subtract line 6 from line 5. If line 6 is larger than line 5, enter 0 on line 7. This is your **taxable income.** 7

8 Enter your Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s). 8

9 Use the **single** column in the tax table on pages 31-36 of the Form 1040A instruction booklet to find the tax on your taxable income on line 7. Enter the amount of tax. 9 ,.00

Refund or amount you owe

10 If line 8 is larger than line 9, subtract line 9 from line 8. Enter the **amount of your refund.** 10

Attach tax payment here

11 If line 9 is larger than line 8, subtract line 8 from line 9. Enter the **amount you owe.** Attach check or money order for the full amount, payable to "Internal Revenue Service." 11

Sign your return

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.

Your signature Date

For IRS Use Only - Please do not write in boxes below

1 2 3 4 5

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For Privacy Act and Paperwork Reduction Act Notice, see page 41. Form 1040EZ (1985)

You can use this form if:

- Your filing status is single.
- You do not claim exemptions for being 65 or over, OR for being blind.
- You do not claim any dependents.
- Your taxable income is less than $50,000.
- You deduct only certain cash charitable contributions. See instructions for line 4, below.
- You had **only** wages, salaries, and tips, and your interest income was $400 or less. **Caution:** If you received tips (including allocated tips) that you did not report to your employer, you may not be able to use Form 1040EZ. See page 15 in the **Instructions for preparing 1040EZ and 1040A.**

If you can't use this form, you must use Form 1040A or Form 1040 instead. See pages 4 through 6 in the instruction booklet. If you are uncertain about your filing status, dependents, or exemptions, read the step-by-step instructions for Form 1040A that begin on page 7.

Completing your return

It will make it easier for us to process your return if you do the following:

1. Keep your numbers inside the boxes.
2. Do not use dollar signs.

You may find calculations easier if you round off cents to whole dollars. See page 13 of the instruction booklet for details.

Name and address

Use the mailing label we sent you. After you complete your return, carefully place the label in the name and address area. Mark through any errors on the label and print the correct information right on the label. If you don't have a label, print the information on the name and address lines.

Presidential election campaign fund

Congress set up this fund to help pay for Presidential election campaigns. You may have one of your tax dollars go to this fund by checking the "Yes" box. Checking the "Yes" box does not change the tax or refund shown on your return.

Figure your tax

Line 1. Enter on line 1 the total amount you received in wages, salaries, and tips. This should be shown in Box 10 of your 1985 wage statement(s), **Form W-2.** If you don't receive your W-2 form by February 15, contact your local IRS office. Attach the first copy or Copy B of your W-2 form(s) to your return.

Line 2. Enter on line 2 the total interest income you received from all sources, such as banks, savings and loans, and credit unions. You should receive a **Form 1099-INT** from each institution that paid you interest. You cannot use Form 1040EZ if your total interest income is over $400.

Line 4. You can deduct **one-half** of what you gave in cash (including checks and money orders) to qualified charitable organizations in 1985. But if you gave $3,000 or more to any one organization, or you made any noncash contributions, you cannot use Form 1040EZ. See page 20 of the instruction booklet for information on qualified charitable organizations and other limitations. Enter on line 4 **one-half** of your total cash contributions.

Line 6. Every taxpayer is entitled to one $1,040 personal exemption. If you are also entitled to additional exemptions for being 65 or over, for blindness, for your spouse, or for your dependent children or other dependents, you cannot use Form 1040EZ.

Line 8. Enter the amount of Federal income tax withheld. This should be shown in Box 9 of your 1985 W-2 form(s). If you had two or more employers and had total wages of over $39,600, see page 25 of the instruction booklet. If you want IRS to figure your tax for you, complete lines 1 through 8, sign, and date your return. If you want to figure your own tax, continue with these instructions.

Line 9. Use the amount on line 7 to find your tax in the tax table on pages 31-36 of the instruction booklet. Be sure to use the column in the tax table for **single** taxpayers. Enter the amount of tax on line 9. If your tax from the tax table is zero, enter 0.

Refund or amount you owe—Compare line 8 with line 9

Line 10. If line 8 is larger than line 9, you are entitled to a refund. Subtract line 9 from line 8, and enter the result on line 10.

Line 11. If line 9 is larger than line 8, you owe more tax. Subtract line 8 from line 9, and enter the result on line 11. Attach your check or money order for the full amount. Write your social security number and "1985 Form 1040EZ" on your payment.

Sign your return

You must sign and date your return. If you pay someone to prepare your return, that person must also sign it below the space for your signature and supply the other information required by IRS. See page 28.

Mailing your return

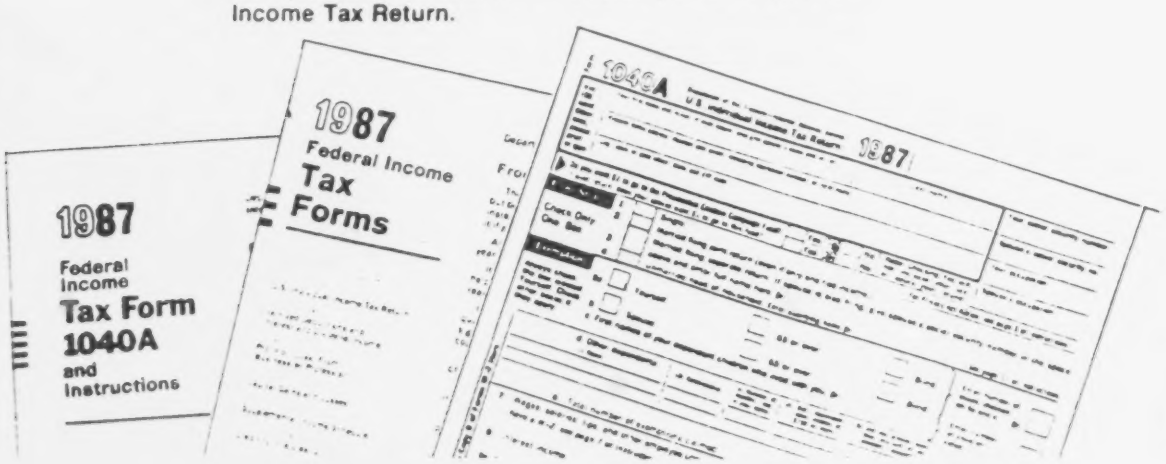
File your return by **April 15, 1986.** Mail it to us in the addressed envelope that came with the instruction booklet. If you don't have an addressed envelope, see page 30 of the instruction booklet for the address.

☆ U.S.G.P.O. 1985 463-135

BEST COPY AVAILABLE

Paying Taxes Part 1

Every year you must report your earnings to the Internal Revenue Service, the IRS. This is the U.S. Government's tax office. This report is called an **Income Tax Return.** One is shown on the next page. Separate instructions explain how to fill it out. Forms can be picked up from banks or IRS offices You can pay a service to make out your tax return. Or you can do it yourself. This lesson will introduce you to the **Federal Income Tax Return.**



WORDS AND MEANINGS

dependent—a child or other person supported by the taxpayer (There are some special rules about dependents)

interest—money paid you by a bank if you have a savings account

exemptions—allowances that lower the taxes you have to pay

dividends—payments for owning stock in a company

balance due—money you owe

QUESTIONS

(Use the Tax Return on the next page to answer all these questions)

1. Find Line 6 on the Return. Look at the box. What is the **TOTAL NUMBER OF EXEMPTIONS** Ram is claiming?
   ☐ 1 ☐ 2 ☐ 3

2. If everything else is the same, who will pay less tax?
   ☐ person with one exemption
   ☐ person with several exemptions

3. Find Line 5c. How many children live with Ram and depend on him for support?
   ☐ 0 ☐ 1 ☐ 2

4. Line 7 has Ram's salary for the year. Look at Line 8 and 9. Ram earned more than his salary because he
   ☐ had a savings account
   ☐ owned stock in a company
   ☐ worked overtime

5. Read the sentence next to the big arrow. Which did Ram do?
   ☐ let the IRS figure his tax
   ☐ figured his own tax

6. Look at Lines 14 and 15. Which is true?
   ☐ Ram owes the IRS taxes
   ☐ the IRS owes Ram a refund

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1987**

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial): **RAM M. & DENISE T.** Last name: **BAHADUR**

Your social security number: **518 04 1492**

Present home address (number and street, including apartment number, or rural route): **513 University Drive**

Spouse's social security no: **545 10 1776**

City, town or post office, State and ZIP code: **Flagstaff, Arizona 86001**

Your occupation: **Clerk**

Spouse's occupation: **Student**

▶ Do you want $1 to go to the Presidential Election Campaign Fund? [ ] Yes [ ] No
If joint return, does your spouse want $1 to go to this fund? [ ] Yes [ ] No
Note: Checking Yes will not increase your tax or reduce your refund.

For Privacy Act Notice, see page 5 of instructions.

Filing Status Check Only One Box

1 [ ] Single
2 [✓] Married filing joint return (even if only one had income)
3 [ ] Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶
4 [ ] Unmarried head of household. Enter qualifying name ▶ . See page 11 of instructions.

Exemptions

Always check the box labeled Yourself. Check other boxes if they apply.

5a [✓] Yourself [ ] 65 or over [ ] Blind
b [✓] Spouse [ ] 65 or over [ ] Blind
c First names of your dependent children who lived with you ▶ Sushil

Enter number of boxes checked on 5a and b ▶ **2**

Enter number of children listed ▶ **1**

d Other dependents: (1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of $750 or more?	(5) Did you provide more than one half of dependent's support?

Enter number of other dependents ▶

6 Total number of exemptions claimed . . . . . Add numbers entered in boxes above ▶ **3**

7	Wages, salaries, tips, and other employee compensation. (Attach Forms W-2. If you do not have a W-2, see page 7 of Instructions.)	7	6,200 00
8	Interest income (see page 4 of Instructions)	8	180 00
9a	Dividends ——— 9b Exclusion ——— Subtract line 9b from 9a ▶	9c	
	(See pages 4 and 8 of Instructions)		
10	Adjusted gross income (add lines 7, 8, and 9c). If under $8,000, see page 2 of Instructions on "Earned Income Credit." If eligible, enter child's name ▶ Sushil	10	6,380 00
11a	Credit for contributions to candidates for public office. Enter one half of amount paid but do not enter more than $25 ($50 if joint return). (See page 8 of Instructions) . . . 11a		
	IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.		
b	Total Federal income tax withheld (if line 7 is larger than $17,700, see page 8 of Instructions) . . . 11b 49 00		
c	Earned income credit (from page 2 of Instructions) . . . 11c 162 00		
12	Total (add lines 11a, b, and c)	12	211 00
13	Tax on the amount on line 10. (See Instructions for line 13 on page 9, then find your tax in the Tax Tables on pages 14–25.)	13	25 00
14	If line 12 is larger than line 13, enter amount to be **REFUNDED TO YOU** ▶	14	186 00
15	If line 13 is larger than line 12, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write social security number on check or money order ▶	15	

Please Attach Check or Money Order Here

Please Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Ram M Bahadur 2/19/88 Your signature Date ▶ Denise T. Bahadur 2/18/88 Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Paid Preparer's Information

Preparer's signature ▶ Preparer's social security no. Check if self-employed ▶ [ ]

Firm's name (or yours if self-employed), address and ZIP code ▶ E.I. No. ▶ Date ▶

22-0816750
U.S. Government Printing Office

3

Form **1040A**

Paying Taxes
Part 2

Every January your employer should send you a form **W-2** like the one below. It will state your earnings for the past year and list the taxes that were taken out. There will be several copies, one to send with your Federal Tax Return, one to send with your State Return (if your state requires one), and one to keep for your records.

1 Control number 22222 | 2 Employer's State number | For Official Use Only

3 Employer's name, address, and ZIP code
Skokie Steel & Wire
8825 Newberry N.W.
Grand Rapids, MI 49504

4 Subtotal ☐ Correction ☐ Void ☐

MAKE NO ENTRY HERE

7 Employer's identification number 17-130-2006

10 Employee's social security number	11 Federal income tax withheld	12 Wages, tips, other compensation	13 FICA tax withheld	14 Total FICA wages
388-22-9942	$967.20	$7,800.00	$479.40	$7,800.00

15 Employee's name (first, middle, last)	16 Pension plan coverage? Yes, No	17	18 FICA tips
Roberta L. Laker	NO	—	—

19 Employee's address and ZIP code	20 State income tax withheld	21 State wages, tips, etc.	22 Name of State
1014 Dorrol N.E. Grand Rapids, MI 49505	223.60	7,800.00	MICHIGAN
	23 Local income tax withheld	24 Local wages, tips, etc.	25 Name of locality
	$ 99.80	$ 7,800.00	Grand Rapids

Wage and Tax Statement **1987** — Copy B to be filed with employee's FEDERAL tax return

Form **W-2** — Department of the Treasury—Internal Revenue Service

WORDS AND MEANINGS

compensation—pay for your work

withheld—taxes or payments taken out of earnings before paying employee

QUESTIONS

1. Copy B of Form W-2 is shown above. What should Roberta do with it?
   - ☐ keep it with her records
   - ☐ send it to the IRS with her Federal Tax Return

2. Find Number 12 on the W-2. How much did Roberta earn from Skokie Steel & Wire?
   - ☐ $967.20
   - ☐ $7800.00

3. How much Federal Income Tax was taken out?

_____

4. How much was taken out for Social Security?

_____

5. At the right is a paragraph from the Instructions for Preparing Form 1040A, the easiest of the Tax Return Forms. It tells how to fill out Line 7 on the Form.

Read the instructions. Take the information from Roberta's W-2 on the last page and FILL OUT line 7 below.

Line 7

Wages, Salaries, Tips, and Other Employee Compensation

Enter the total of all the wages shown on your Forms W–2. Report all wages you received even if you don't have a Form W–2. If all your tips are not shown on your Forms W–2, add these amounts in, too. For a joint return, combine the totals for you and your spouse.

If you lose a Form W–2, ask your employer for a new one. If your employer does not give you a Form W–2 by January 31, or if the one you have is not correct, you should contact your employer as soon as possible. Only your employer can issue your Form W–2 or correct it. If you can't get a Form W–2 from your employer by February 15, contact an Internal Revenue Service office.

FROM INSTRUCTIONS FOR PREPARING FORM 1040A

Forms W

7 Wages, salaries, tips, and other employee compensation. (Attach Forms W–2. If you do not have a W–2, see page 7 of Instructions) 7

FROM FORM 1040A INCOME TAX RETURN

6. Read the instructions for Line 7. Julius Torm has a W-2 for $7,000 from one company. He got another W-2 for $3,000 from another company he worked for. How much would he enter in Line 7?

☐ $3,000 ☐ $7,000 ☐ $10,000

7. Beth is a waitress. She got a W-2 from her restaurant for $6,000. She earned $3,000 in tips, which she has no W-2 for. What should she report on Line 7?

☐ $3,000 ☐ $6,000 ☐ $9,000

8. Anton lost his W-2. What should he do?

☐ ask his company for another copy
☐ fill out Line 7 but not send in the W-2

9. Tim Harriman got a W-2 for $5,000 for his main job. He earned $400 doing part time work and did not get a W-2 for it. How much should he report on Line 7?

☐ $5,000 ☐ $5,400

DEVELOPMENT OF CITIZENSHIP WORKSHEET

I. Directions: Below you are given phrases. Circle the number of those phrases that will prepare individuals to be good citizens.

1. Wanting to have your own way.
2. Knowledge of the democratic process.
3. Being ruled by the "bully."
4. Being ruled by the person who is elected democratically.
5. Helping to complete a project.
6. Letting your committee complete the project while you watch.
7. Using an organized method to conduct club meetings.
8. Presenting an oral report to your club.
9. Refusing to help on club's project because it is not the one you wanted.
10. Talking during a club meeting.
11. Allowing the loudest person to speak.
12. Putting down the officers and club.
13. Welcoming new members.
14. Trying to work on all committees.
15. Being punctual for club meetings.

II. List ways in which being a member of a vocational student organization can help develop effective citizenship habits.

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.07 Practice leadership and supportive roles.

TIME: 3 hours

OUTLINE		STRATEGIES/ACTIVITIES	
A.	CECNC	C3 P2, 3	Students will organize a VSO and participate as active members.
B.	School-related organizations		
C.	Classroom managment	P2, 3	Students will contribute to the normal operation of classroom procedures.

RESOURCES:

Current VSO Teacher's Handbook
Handouts: Decoding Citizenship
Definitions of Parliamentary Terms

For The Teacher; CECNC Integration

1. Plan to involve the entire class in all activities. Emphasize that any VSO is an integral part of classroom instruction.

2. Use the "Decoding Citizenship" handout.

3. Familiarize the students with the VSO's identity, using the advisor's handbook as a reference. Include the VSO's (1) colors, (2) organizational structure, (3) motto, (4) dues, (5) constitution, etc.

4. Discuss the characteristics of good leaders and the importance of selecting good leaders as officers.

5. Explain the terminology list for parliamentary procedure terms.

6. Discuss the need for a procedure to conduct meetings, including the roles of officers and members:
   The Accepted Order of Business
   (1) Call to order
   (2) Reading of minutes from last meeting
   (3) Reports from standing committees
   (4) Old business - presentation of motions and voting
   (5) New business - presentation of motions and voting
   (6) Adjournment

7. List VSO officers and review duties of each. Use the attached outline to further explain the secretary's duties and instructions for writing minutes.

8. Review the election process
   a. Nominating
      (1) Nominate someone you feel is capable of doing a good job and committed to service to the organization.
      (2) The person offering the nomination should plan to vote for the person he/she is nominating. Each member is allowed to vote only once for each office.
      (3) Do not nominate someone to oppose you in an office you seek; plan to vote for yourself. You may even place yourself in nomination.
      (4) Nominations do not require a "second".
      (5) Too many nominations for a single office reduces the power of the vote.
   b. Voting -- see handout, "Basic Parliamentary Procedure"

9. Elect officers (one office per student)

10. Allow students to conduct a club meeting
    a. Post the Accepted Order of Business
    b. A teacher - generated agenda for business items may be helpful.

11. See appendix
    a. Classroom Duties for Officers
    b Sample lesson plans for 7 CECNC Classroom Integration lesson plans.

DECODING CITIZENSHIP

Directions: What does it take to be a responsible member of a vocational student organization? Find out by decoding the following.
Use the key below to break the codes.
Add responsibilities you feel are important.

Code:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
5	13	12	4	11	10	25	1	20	17	19	26	18	7	21	8	6

R	S	T	U	V	W	X	Y	Z
14	24	3	23	9	15	2	16	22

1. 24-1-21-15 _____ 12-21-23-14-3-11-24-16 _____ 3-21 ___ 11-9-11-14-16-21-7-11 _____

2. 5-3-3-11-7-4 _____ 18-11-11-3-20-7-25-24 _____

3. 13-11 ____ 8-23-7-12-3-23-5-26 _____

4. 8-5-16 _____ 4-23-11-24 _____ 21-7 _____ 3-20-18-11 _____

5. 13-11 _____ 24-23-8-8-21-14-3-20-9-11 _____

6. 6-23-11-24-3-20-21-7 _____ 20-10 _____ 16-21-23 _____ 4-21-7-3 _____
23-7-4-11-14-24-3-5-7-4 _____

7. 24-8-11-5-19 _____ 21-23-3 _____

8. 5-12-12-11-8-3 _____ 18-5-17-21-14-20-3-16 _____ 4-11-12-20-24-20-21-7-24 _____

Decoding Citizenship con't

9. 13-11 8-14-11-8-5-14-11-4 3-21 12-21-18-8-26-11-3-11

17-21-13-24 16-21-23 5-12-12-11-8-3

10. 13-11 10-14-20-11-7-4-26-16 3-21 7-11-15 18-11-18-13-11-14-24

11. 19-11-11-8 16-21-23-14 13-5-26-5-7-12-11

12. 4-21-7-3 14-11-24-20-25-7 13-11-12-5-23-24-11 16-21-23-14-11

20-7-5-12-3-20-9-11

13. 4-11-9-11-26-21-8 20-7-3-11-14-11-24-3-24

8-11-14-24-21-7-5-26-20-3-16 5-7-4 5-13-20-26-20-3-20-11-24

14. 4-11-9-11-26-21-8 21-12-12-23-8-5-3-20-21-7-5-26 8-26-5-7-24

15. 25-5-20-7 19-7-21-15-26-11-4-25-11

23-7-4-11-14-24-3-5-7-4-20-7-25 5-7-4

5-8-8-14-11-12-20-5-3-20-21-7 21-10 3-11

15-21-14-26-4 21-10 15-21-14-19

16. 24-11-11 4-20-25-7-20-3-16 20-7 11-9-11-14-16

21-12-12-23-8-5-3-20-21-7

ANSWER KEY

1. Courtesy to everyone
2. Attend meetings
3. Be punctual
4. Pay dues on time
5. Be supportive
6. Question if you don't understand
7. Speak out
8. Accept majority decisions
9. Be prepared to complete jobs you accept
10. Be friendly to new members
11. Keep your balance
12. Don't resign because you're inactive
13. Develop interests, personality and abilities
14. Develop occupational plans
15. Knowledge, understanding and appreciation of the world of work
16. See dignity in every occupation

SAMPLE LESSON PLANS

STRUCTURING A LOCAL CECNC TRAINING PROGRAM
TO MAKE IT AN INTEGRAL PART OF CLASSROOM INSTRUCTION

I. At the beginning of each class, students will add daily information to a personal CECNC Log. Each piece of information will be explained by the teacher. Quizzes may be scheduled to provide for extra credit grades. Information should be taken from the most recent Teacher's Handbook for the student organization.

A. Competency 003.06 — Examine factors which comprise responsible citizenship as a member of a VSO.
(VSO purposes)

B. Competency 003.02 — Explain the interdependency of occupations. Teacher should make a chart with these headings:
1. Officer Titles
2. Office Symbol
3. Duties

C. Competency 001.02 — Identify the factors that influence self-concept:
1. Club motto
2. Club colors
3. Emblem
4. Official dress

D. Competency 001.02 — Identify the factors that influence self-concept:
The Organization's Creed

II. Miniclubs may be organized in each class with their own officers. Projects should be decided upon jointly. Seven class times set aside for specific VSO instructional units account for eight percent of the total number of hours the students spend in a semester course of 90 hours.

Competency 003.07 — Practice leadership and supportive roles.

A. The first meeting: the Organization's Yearly Plan
1. Election of class officers
2. Develop a calendar of activities and/or projects for the year.

B. The second through fourth meetings
Using parliamentary procedure

1. Introduction to parliamentary procedure
2. Practice of parliamentary procedure (use a skit for simulation)
3. Application of parliamentary procedure (hold an actual meeting)

C. The fifth and sixth meetings: VSO competitions

1. Explanation of and organization for competitive event practice. Students should be assigned to prepare themselves for their competitions within the alloted time frame.
2. Classroom competition for competitive events. Schoolwide competitions also may need to be scheduled.

D. The seventh meeting: Competency 008.04
Examine high school course offerings

Invite high school organizations to send representatives to introduce their respective programs to middle school students.

DEFINITIONS OF PARLIAMENTARY TERMS

Parliamentary procedure - Set of rules for conducting a meeting in an organized and efficient way.

Assembly - Gathering or group of persons for any purpose.

By-laws - A permanent set of rules by which an orgnaization operates.

Quorum - Minimum number of members who have to be present at a meeting in order for business to be conducted.

Agenda - Order of business for a specific meeting.

Chair - Title applied to presiding officer when performing duties.

Minutes - Records of what took place during a meeting.

Floor - Used to designate place from which a member speaks.

Entertain - Chair recognizes a member for the purpose of making a motion.

Motion - Method of bringing a question before the assembly for consideration.

Debate - Procedure to allow expression of positive and negative views on a question, a discussion.

Amend - Change the wording of a motion but not the meaning.

Majority - More than half the votes cast. (Even as few as one vote more than one half is a majority vote.)

Unfinished (old) business - Any issue recorded in the minutes as having been discussed before.

New business - Items of business or suggestions being introduced to the members for the first time.

Question - A call from a member for a debate to end. The calling of a Question requires two thirds vote to carry.

Adjourn - The official end of the meeting. A motion to adjourn must be seconded and voted on. Also, the chairperson may announce an adjournment without a motion having been presented.

Basic Parliamentary Procedure

A. In presentation of business:
   1. Rise and address the chair for recognition: "Mr. President". The president must acknowledge the person standing for recognition.
   2. Presentation of a motion: preliminary remarks should be made before the motion is presented. There can be <u>no discussion</u> until a 2nd is given. A motion should be complete and as short as possible. Members cannot talk against their own motion. They may vote against it or withdraw it.
   3. The presiding officer states "It has been moved and seconded that .....". No other subject may be discussed until this one is resolved. The secretary will have recorded the motion exactly as it was made and the names of the people who presented and seconded it.
   4. Voting
      a. Presiding officer may ask if the group is ready to vote.
      b. A member may ask for the vote, or to close debate or for "question". Such a request requires a second.
      c. The motion must be repeated just prior to voting to be sure everyone understands. The vote may be taken
         (1) By show of hands
         (2) Voice ("Aye" or Nay")
         (3) Standing (to be counted)
         (4) Secret ballot
         (5) Roll call
         (6) General consent: "If no one opposes, we will ....."
      d. To pass or fail requires a majority vote: one more than half the number voting. The president may vote as long as the vote effects the decision: to break a tie. If a "tie" vote is the case, the motion fails for lack of majority.
      e. The president is responsible for announcing the results of the vote: "The motion passed/failed; we will .....". Tap the gavel <u>once</u>.

   4. Adjournment

B. Common Courtesies
   1. Wait for a speaker to yield the floor before rising to ask for recognition.
   2. Care should be taken not to interrupt a member who has the floor.
   3. Discussion on a motion should be before the entire assembly and not whispered in small groups.
   4. A chairman should avoid keeping an assembly waiting in order to complete preparations.
   5. Officers on a platform and members should avoid conversation or moving about while a person is speaking or a program is in progress.
   6. If it is necessary to move around while business is being carried on, avoid passing between the presiding officer and the person who has the floor.
   7. Members should remain seated until the presiding officer announces the adjournment of a meeting.
   8. All remarks made from the floor should be addressed to the presiding officer instead of to another member.

C. Fundamental Rights of a Member

1. The right to receive notices of meetings, agenda etc.
2. The right to attend meetings.
3. The right to initiate business by presenting motions, resolutions, etc.
4. The right to speak out on issues.
5. The right to vote on issues.
6. The right to nominate candidates to an office.
7. The right to be a candidate for office.
8. The right to inspect official records of the organization.
9. The right to insist that correct parliamentary procedure be used in conducting business.
10. The right to withdraw membership from the organization if all obligations to it have been fulfilled.
11. The right to have a hearing before being penalized or being expelled from the organization.

CAREER EXPLORATION CLUBS OF NORTH CAROLINA

CLASSROOM DUTIES

PRESIDENT

Duties:
1. Teacher Assistant - Lead lunch line and fire drill, also line to gym for assembly.
2. Greet visitors, act as assistant for resource persons, operate audio-visuals with teacher's help.

1st VICE-PRESIDENT

Duties:
1. Timekeeper - Keep students on task until 5 minutes before class ends, remind the students to write in journals, complete classroom assignments, and return all signed papers to folders.
2. Assist president when needed.

2nd VICE-PRESIDENT

Duties:
1. Pass out supplies and materials, etc. for each class or lab.
2. Sharpen pencils and perform simple housekeeping chores, if necessary.

SECRETARY

Duties:
1. Pass out folders.
2. Check roll, record absentees or tardies, and give information to teacher.

ASSISTANT SECRETARY

Duties:
1. Secretary's duties when the secretary is absent.
2. Keep record of absentees and tardies.

TREASURER

Duties:
1. Check work stations. Remind students to keep work station clean.

2. Report messy areas to teacher.

3. Close windows during fire drills and at the end of the day.

REPORTER

Duties:

1. Run errands for teacher, carry messages to office.

2. Interview guest at school, keep record for teacher.

HISTORIAN

Duties:

1. Check students's work folders for neatness and organization.

2. Remind students to write in journals. Remind students when teacher will check their folders.

SENTINEL

Duties:

1. Collect folders from students and put in place.

2. Collect classroom work for teacher.

3. Close window in absence of treasurer, cut off lights and fan.

PARLIAMENTARIAN

Duties:

1. Help students solve their problems.

2. Serve goodies to classmates at teacher's request.

3. Clean up kitchen area as the need arises.

HOSPITALITY COMMITTEE

Duties:

1. Work in office, library, or lunchroom when needed.

2. Help janitor set up gym for program, when needed.

SECRETARY'S DUTIES

1. Prepare and read the minutes of meetings. (The "minutes" is a written account of what happened at a meeting.)

2. Attend to official correspondence.

3. Keep permanent records of club activities and membership.

When Preparing the Minutes

1. Use the "Accepted Order of Business" as a guide for taking NOTES. (Do not try to write the minutes during the meeting.)

   Order of Business

   a. President will call the meeting to order (minutes should include the name of the organization and the president and the date and place of the meeting.)

   b. Reading and approval of minutes.

   c. Reports from officers and standing committees.

   d. Reports from special committees.

   e. Unfinished (old) business (anything recorded in the minutes from previous meetings).

   f. New business (topics to be discussed for the first time).

   g. Program.

   h. Adjournment.

2. Use names of people who present reports, raise issues, or present motions.

3. Motions must be stated in the minutes exactly as they were presented from the floor.

4. Results of votes must be recorded in the minutes:

   a. "The motion passed" or "the motion failed."

   b. "The motion passed (or failed) by a vote of ___ "for" and ___ "against."

5. If no reports are given, the minutes will record that no reports were given.

6. The minutes must be dated and properly signed:

Respectfully submitted,

_____, Secretary

_____, President

Writing Minutes for Business Meetings

Name of Organization

Date of Meeting

Name & Title of Person Calling the Meeting to Order

Minutes Read and Approved or Not Read Because - - - - -

Old Business Items Brought Before the (Club, Group, Class, Etc.) officer and/or Committee reports

1. if motions are presented, the names of the persons who made and seconded the motions must be recorded.

2. the motions should be stated

3. decisions made must be reported (passed, failed)

New Business Included - - - -

1. items of discussion

2. presenters of the items

3. action taken: decision made, decision postponed , etc.

Program (if there is one)

1. members may have broken into committee meetings
2. could have guest speaker
3. could have special activity

Meeting was adjourned by _____ at _____ _____.

Respectfully submitted:
, President
, Secretary

Secretary's Minutes

The Career Exploration Club met Monday, January 24, 1991 in room 5 from 3:00 until 4:00 for its regularly scheduled after school meeting. The President called the meeting to order with the opening ceremony. The roll was taken and the minutes of the last meeting were read and approved.

Some officers' reports were given. The treasurer gave the financial report. The secretary read and circulated thank you notes from the school's teachers for the Christmas gifts the club presented the faculty. The reporter reminded us we need to continue to bring materials we may have that could be used in the club's scrapbook.

For old business, the membership was asked to vote on a proposed list of projects for the seconded half of the school year. As is until "Each member had had a copy of the list for consideration since the November meeting. The list, as proposed in the November minutes, was approved as presented.

The only new business item presented was that the president asked the members to be thinking of suggestions for ways to earn money to support the adopted projects. A committee was appointed and instructed to be prepared to report to the Careers Classes in two weeks. The treasurer was asked to chair the committee and the members assigned were Zachary Barbour, Janice Lee, and Jonathan Blackmon.

The business meeting ended. The President recognized our advisor to introduce the guest speaker who owns a bakery and catering service. The caterer showed slides of the different kinds of parties he had catered and demonstrated how to make decorator icing for different kinds of pastries.

Respectfully submitted,

_____, Secretary

_____, President

LESSON PLAN 1

COURSE NAME Career Exploration DATE _____

UNIT CECNC Integration COMPETENCY # 003

LESSON TOPIC CECNC Officer Election OBJECTIVE # 003.07

FOCUS AND REVIEW

To make CECNC a true students' organization; it must belong to the students.

OBJECTIVES

1. Elect CECNC officers for each Careers Class.
2. Establish a program of work for the school's CECNC organization.

TEACHER INPUT

1. We have reviewed offices, the symbol for each office and general duties. Today we will elect officers for the class.
2. Small groups will be formed to offer suggestions for projects you would like to be involved in.

GUIDED PRACTICE

1. Open the floor for officer nominations. (Note: Only those students having attended the school - wide officers' training workshop may be considered for any office.)
2. Formation of small groups to brainstorm project ideas. (Some suggestions will be offered.)

INDEPENDENT PRACTICE

1. Floor nominations for class officers and majority vote for election.
2. Submission of project ideas to the advisors to be compiled.

CLOSURE

After the project list is compiled a meeting will be held of representatives from each class to select specific projects for the year.

LESSON PLAN 2

COURSE NAME Career Exploration DATE _____

UNIT CECNC Integration COMPETENCY # 003

LESSON TOPIC Practice of Parliamentary Procedure OBJECTIVE # 003.07

FOCUS AND REVIEW

Today we will look at the "order of business" as it is conducted in a meeting where parliamentary procedure is being used. At the end of class, parts will be assigned for a practice skit.

OBJECTIVES

To have students practice the workings of parliamentary procedure.

TEACHER INPUT

A club functions according to how its members decide it should. If everyone understands and accepts the rules and procedure, things should go faster and everyone should have opportunity to say what they want to say and to have their vote.

GUIDED PRACTICE

1. Presentation and explanation of the "order of business."
2. Roles of the officers and the membership.
3. Assigning of parts and performance of a prewritten skit.

INDEPENDENT PRACTICE

Students will participate in the skit.
Note: The skit may need to be modified for local use. Some parts of the sample skit also require that the teacher provide additional information (i.e., committee reports).

CLOSURE

Tomorrow we will have a practice CECNC business meeting using your class officers and discussing a project of your choice. During the last half of the class, we will have a parliamentary procedure quiz.

HOW TO CONDUCT A BUSINESS MEETING

President: (Stand) The meeting of the Career Exploration Club of _____ will now come to order. We will have the roll call and the reading of the minutes of our last meeting.

Secretary: (stand and read minutes; teacher must provide)

President: Are there any corrections or additions to the minutes? (pause) If not, they stand approved as read. May we have the treasurer's report?

Treasurer: (stand and report income and expenses and balance; teacher provide)

President: Thank you madam/mister treasurer. Are there any committee reports?

Hospitality?	no report
Elections?	no report
Projects?	no report
Executive?	no report
Program?	no report
Publicity?	no report
Concession Stand?	no report
School Store?	(there is a report; teacher must provide)

President: If there are no more committee reports, is there any old business?

Member #1: Madame/Mister President.

President: (recognize Member #1 by name.)

Member #1: Has it been decided when and how we will take care of the installation of this year's officers?

President: It has not. Probably since most of last year's officers are now freshmen at the high school, we will have to make special arrangements. Does anyone have any ideas what we should do?

Member #2; Madame/Mister President.

President: (Recognize member #2 by name.)

Member #2: Since we still have to elect a sentinel from the seventh grade, I move we leave the arrangements for the election and the installation up to the elections committee.

President: It has been moved that we allow the elections committee to make arrangements for the election of a sentinel from the seventh grade and also to take care of plans for the installation of all this year's officers. Do I have a second?

Member #3: I second the motion.

President: Is there any discussion?

Member #3: Madame/Mister President.

President: (recognize Member #3 by name.)

Member #3: It might help the elections committee to know if last year's officers are the to be included in the installation.

President: Our constitution was amended last year to include ninth graders in our membership. I would assume last year's officers would be included in this year's installation. Is there any more discussion? If not--it has been moved and seconded that the elections committee be responsible for the election of a sentinel and for getting ready for the installation of this year's officers. All in favor, raise your right hand. All opposed? _____ The motion (carries/fails). Is there any more old business? If not, the floor is now open for new business.

Member #3: Madame/Mister President

President: (recognize Member #3 by name.)

Member #3: I have heard the Nature Center sponsors a Scarecrow Contest for its Hey Dey celebration. I wonder if our club would be interested in participating.

President: (call Member #3 by name and say) _____, would you like to present your question as a motion so that we may discuss it?

Member #3: Yes, Madame/Mister President. I move that our club participate in the Nature Center's scarecrow contest.

President: Is there a second to _____'s motion that we

participate in the Nature Center's scarecrow contest?

Member #1: I second the motion.

President: The motion has been properly seconded. Do I hear any discussion?

Member #2: Madame/Mister President.

President: (recognize Member #2 by name.)

Member #2: Is there any particular advantage to our participating in this contest? Will we earn money?

President: Call Member #3's name and ask: Is there a money prize?

Member #3: No. The entries will be labeled and judged.

Member #1: Madame/Mister President.

President: (recognize Member #1 by name.)

Member #1: How much time would we have for this project? What is the deadline date?

President: Call Member #3 by name and say: _____, can you answer that question?

Member #3: The judging will take place at ten o'clock on the 26th of September. That is a Saturday. The scarecrow would have to be delivered at the Nature Center from one to four on Friday, the 25th.

Member #2: Madame/Mister President.

President: (recognize Member #2 by name.)

Member #2: September 25th is only three weeks away. By the time we get our club better organized and a committee formed for this project, we will have only one week or two to complete it. I think we should not participate.

President: Is there any more discussion? If not, we will bring the motion to a vote. Those in favor of our club's articipating in the Nature Center's scarecrow contest, please raise your right hand. Those opposed? The motion fails/passes. Is there any more new business? If not, I declare this meeting of the Career Exploration Club of _____ adjourned.

LESSON PLAN 3

COURSE NAME Career Exploration DATE _____

UNIT CECNC Integration COMPETENCY # 003

LESSON TOPIC Application of Parliamentary Procedure OBJECTIVE # 003.07

FOCUS AND REVIEW

You will be on your own today, with no prewritten script, to practice parliamentary procedure. A quiz is scheduled for the last part of the period.

OBJECTIVES

Students will demonstrate basic knowledge of parliamentary procedure.

TEACHER INPUT

Your class officers and you are in charge of the first part of today's class. You need first, to identify the purpose of your meeting (what project?) and then you will be ready to begin.

There is a quiz scheduled for the end of class.

GUIDED PRACTICE

1. Who are the officers?
2. What will be the purpose of this meeting?

INDEPENDENT PRACTICE

1. Students will conduct a practice CECNC meeting.
2. Students will take a written quiz.

CLOSURE

Everytime we have a CECNC meeting, the class will be in charge. Make note of any issue or item of business you wish to bring to the group at your next meeting.

Parliamentary Procedure Quiz

Name_____

Instructions
From the list of terms provided below choose the correct word (words) that will correctly complete these statements.

1. An issue to be discussed by club membership must be brought to the floor as a _____.
2. A motion without a _____, "dies"; it cannot be discussed.
3. The presiding officer id responsible for _____ the motion before it is brought to vote to be sure everyone understand what the motion is.
4. Any discussion occurring between members must be directed thought the _____.
5. In the discussion of any issue, the will of the _____ must prevail.
6. Every member is entitled to _____ and _____".
7. Rather than saying "I make a motion" in order to present a topic for discussion, one should say "_____ _____".
8. No more than _____ item of business can be discussed on the floor at any given time.
9. It is the responsibility of the presiding officer to maintain _____ at all times.
10. To say that "Sally has the floor" means that _____ _____.
11. To stop the discussion of an issue, a member may move that the motion on the floor be brought to "_____ _____".
12. A motion for "Question" must have a second and cannot be _____ _____.
13. A second way to stop the discussion of an issue is to move to "table the motion." "To Table means to _____ _____.
14. To change the wording of a motion, a second motion may be presented to _____ the first.

15. Wait for a speaker to _____ the floor before rising to ask for recognition.

16. Discission on a motion should be before the entire assembly and not whispered in _____ _____ _____.

17. The only way to know that a meeting has ended is to wait for the presiding officer to declare _____ _____ _____.

18. A person speaking out of turn should be declared "_____ _____" by the presiding officer.

19. The correct way to address the presiding officer is to say "_____ or _____ President".

20. When a person has been given the floor, he/she should _____ _____ to speak.

Parliamentary Procedure Word List

1. repeating
2. majority
3. amend
4. yield
5. second
6. stand
7. courtesy, respect
8. order
9. discussed
10. Mister, Madame
11. adjournment
12. Motion
13. Small groups
14. "I move that (to) ---"
15. put off to another time
16. chairperson
17. out of order
18. Question
19. only Sally may speak
20. one

Parliamentary Procedure Quiz

Name KEY

Instructions
From the list of terms provided below choose the correct word (words) that will correctly complete these statements.

1. An issue to be discussed by club membership must be brought to the floor as a **MOTION**.
2. A motion without a **SECOND**, "dies"; it cannot be discussed.
3. The presiding officer id responsible for **REPEATING** the motion before it is brought to vote to be sure everyone understand what the motion is.
4. Any discussion occurring between members must be directed thought the **CHAIRPERSON**.
5. In the discussion of any issue, the will of the **MAJORITY** must prevail.
6. Every member is entitles to **COURTESY** and **RESPECT**".
7. Rather than saying "I make a motion" in order to present a topic for discussion, one should say "**I MOVE THAT (TO) ---**".
8. No more than **ONE** item of business can be discussed on the floor at any given time.
9. It is the responsibility of the presiding officer to maintain **ORDER** at all times.
10. To say that "Sally has the floor" means that **ONLY SALLY MAY SPEAK**.
11. To stop the discussion of an issue, a member may move that the motion on the floor be brought to "**QUESTION**".
12. A motion for "Question" must have a second and cannot be **DISCUSSED**.
13. A second way to stop the discussion of an issue is to move to "table the motion." "To Table means to **DELAY OR PUT OFF UNTIL ANOTHER TIME**.
14. To change the wording of a motion, a second motion may be presented to **AMEND** the first.

15. Wait for a speaker to **YIELD** the floor before rising to ask for recognition.

16. Discussion on a motion should be before the entire assembly and not whispered in **SMALL GROUPS**.

17. The only way to know that a meeting has ended is to wait for the presiding officer to declare **ADJOURNMENT**.

18. A person speaking out of turn should be declared "**OUT OF ORDER**" by the presiding officer.

19. The correct way to address the presiding officer is to say "**MISTER** or **MADAME** President".

20. When a person has been given the floor, he/she should **STAND** to speak.

MATCHING PARLIAMENTARY PROCEDURE TERMS

Write the letter of the proper term in the answer space beside the definition.

ANSWER	DEFINITIONS
_____	1. A permanent set of rules by which an organization operates
_____	2. Order of business for a specific meeting
_____	3. Chair recognizes a member for the purpose of making a motion
_____	4. More than half the votes cast
_____	5. Used to designate place from which a member speaks
_____	6. Minimum number of members who have to be present at a meeting in order for business to be conducted
_____	7. Method of bringing a question before the assembly for consideration
_____	8. Change the wording of a motion but not the meaning
_____	9. Set of rules for conducting a meeting in an organized and efficient way
_____	10. Gathering or group of persons for any purpose

TERMS

A. Entertain
B. Quorum
C. Majority
D. Amend
E. Motion
F. Parliamentary Procedure
G. Floor
H. Assembly
I. By-laws
J. Agenda
K. Minutes
L. Debate
M. Chair

ANSWER KEY

MATCHING PARLIAMENTARY PROCEDURE TERMS

1. I
2. J
3. A
4. C
5. G
6. B
7. E
8. D
9. F
10. H

LESSON PLAN 4

COURSE NAME Career Exploration DATE _____

UNIT CECNC Integration COMPETENCY # 003

LESSON TOPIC Introduction to Competitive Events OBJECTIVE # 003.07

FOCUS AND REVIEW

Any state CECNC member is eligible to enter contests to compete first against each other at the local level, then at district and finally at state.

OBJECTIVES

To use competitive events to encourage students to exercise their skill and develop leadership potential.

TEACHER INPUT

Explanations of rules for the competitive events.

(see Advisor's Handbook)

GUIDED PRACTICE

Students must participate in the leadership skills contest and choose at least one other.

INDEPENDENT PRACTICE

Additional time, as needed, will be allowed for teacher help in completion of plans for competitive schedules.

CLOSURE

Time after school can be scheduled for students who need additional help, Classroom completions will be held in January or February.

LESSON PLAN 5

COURSE NAME Career Exploration DATE _____

UNIT CECNC Integration COMPETENCY # 003

LESSON TOPIC Selection of Classroom Winners OBJECTIVE # 003.07

FOCUS AND REVIEW

Some of you have been practicing to compete against each other in this class in various contests. Today, we get to see what you have developed. We appreciate the effort that has gone into each preparation and you should be proud of your participation.

OBJECTIVES

To use CECNC planned competitions to recognize the individual efforts of students.

TEACHER INPUT

Distribution of contest evaluation forms to selected judges.

GUIDED PRACTICE

None

INDEPENDENT PRACTICE

Students' demonstrations

CLOSURE

Everyone deserves recognition for what you have done here today. (Certificates of Achievement) Those of you who have received higher scores from the judges will now be competing against winners form all the other Career classes. (Date to be announced) Congratulations to all of you!

LESSON PLAN 6

COURSE NAME Career Exploration DATE _____

UNIT CECNC Integration COMPETENCY # 003

LESSON TOPIC Examine High School VSOs OBJECTIVE # 003.07

FOCUS AND REVIEW

Every vocational course has an affiliated student organization in the way that Careers has CECNC. Students in a vocational course are encouraged to participate in the club related to that course.

OBJECTIVES

To familiarize students with VSO options available to them as high school students.

TEACHER INPUT

Introduction of high school VSO representatives.

GUIDED PRACTICE

Presentation of questions whose answers might be informative for the students.

INDEPENDENT PRACTICE

Opportunity to ask questions related to high school VSOs

CLOSURE

Thanks to high school guests.

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 003.00 The learner will examine technology, productivity, and citizenship relative to the world of work and demonstrate related skills.

OBJECTIVE: 003.08 Discuss changes in the Working World.

TIME: 1 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Changes in the Working World	C3 Changes in the Working World A. Read and discuss pages 15-17 in Career Skills, 1st Edition B. Activities to complete: 1. Changes in the Work World 2. Preparing for Change 3. Three, Two, One, Blast Off!

RESOURCES:

Career Skills, 1st Edition (textbook and workbook)
Worksheets: Changes in the Work World
Preparing for Change
Three, Two, One, Blast Off!

Sample Class Notes

Changes in the Working World

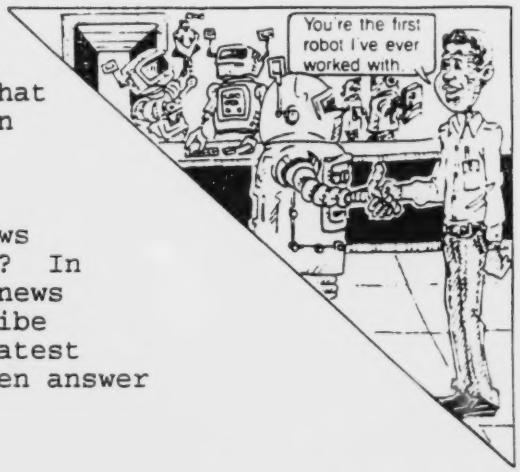
1. Economic Changes
   - recession, inflation, depression
   - supply/demand
   - completion
   - imports/exports
   - cost of labor

2. Legal Changes
   - politics
   - Equal Employment Opportunity Act:
     made discrimination Illegal

3. Social Changes
   - more women working (divorce, 2 income families, etc.)
   - increased competition for jobs

4. Technological Changes
   - increased technology
     1) taking over some jobs
     2) changed methods in some jobs
   - increased skills, training, and education required

CHANGES IN THE WORK WORLD



The world is constantly changing. Many changes will affect the world you will work in. Who will be working? What jobs will be available? What education and training will workers need?

Read a newspaper or watch a news program on TV. Which events in the news do you think will affect work and jobs? In the space below, summarize two of the news stories. Select the stories that describe the events you think will have the greatest effect on the work that people do. Then answer the follow-up questions.

News Story I

Source: _____ Title: _____

Summary: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Follow-up Questions

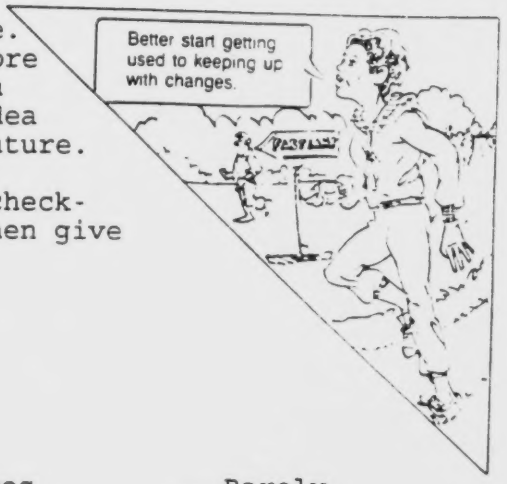
1. How will the events described in this news story affect work and jobs?

_____
_____

2. How can workers prepare for the changes desribed in Question 1?

_____
_____

Preparing for Change



Change is a part of everyday life. Changes are occurring in employment more rapidly than ever before. The way you handle change now may give you some idea of how you will face changes in the future.

Answer Questions 1 through 5 by checking Usually, Sometimes, or Rarely. Then give an example to illustrate your answer.

You and Change

1. Do you adjust to changes easily?

_____Usually _____Sometimes _____Rarely

Explain: _____

_____

2. Are you alert to the first signs of change before change actually occurs?

_____Usually _____Sometimes _____Rarely

Explain: _____

_____

3. Do changes occur for the best?

_____Usually _____Sometimes _____Rarely

Explain: _____

_____

4. Do you enjoy learning new tasks, skills, and information?

_____Usually _____Sometimes _____Rarely

Explain: _____

_____

THREE, TWO, ONE, BLAST OFF!

Give each student a "Three, Two, One, Blast Off!" sheet. Have them complete the sheet by describing the work situation they landed in.

EXAMPLE: Finally, I landed in the middle of a very important operation in operating theater 12 at North Carolina Memorial Hospital in Chapel Hill. I realize almost immediately that I am the surgeon performing a kidney transplant on a 12 year old male form Gaston County, North Carolina. As I look around the room, I see .....

Have them describe the physical environment and their co-workers. Also, describe the work he is doing.

THREE, TWO, ONE. BLAST OFF!

I know that this may sound crazy, but last night I was captured by Milton Moomoo, the mad ringmaster of the traveling daredevils show. He and a bunch of his daredevils stuffed me into a cannon and BOOM! Before I knew it, I was sailing through the air. Finally I landed in the middle of a very important

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.01 Discuss work ethics.

TIME: 1 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Work ethics	C2 Activities to complete: 1. Job Success Observation sheet 2. What's Attendance All About? sheet 3. Being Honest on the Job 4. Gossip 5. A Work Evaluation

RESOURCES:

Entering the World of Work textbook and workbook
Worksheets:
- Job Success Observation
- What's Attendance All About?
- Being Honest on the Job
- Gossip
- A Work Evaluation

JOB SUCCESS OBSERVATION SHEET

1. Students tell how they feel when they earn an A (good grade) on a project.
2. Let several students give examples.
3. As students why companies use mottos such as: "Job Well Done", "Top Quality", "We're Number One", "Quality Is Job 1".
4. Divide students into groups.
5. Give each group a piece of construction paper and magic markers.
6. Each group must come up with their own positive motto.
7. Elect a spokesperson for each group.
8. Share results form each group.
9. Ask students if they look for quality in the products they buy.
10. What other things do students look for in the products they buy?
11. Relate quality to good performance.
12. Relate student's performance to quality work.
13. Students give examples of various performances which contribute to quality work.
14. Relate positive work habits to success in the workplace.
15. Handout copies of the "Job Success Observation Sheet".
16. Student completes one observation sheet on himself/herself.
17. HOMEWORK: Students give one "Job Success Observation Sheet" to someone else to observe their behavior and rate them on each task.

JOB SUCCESS OBSERVATION SHEET

Give this checklist to a friend and your parents. Have them observe your behavior at home and at school for one week. At the end of the week, collect your checklist. Bring it to class.

	Yes	No	Remarks
1. Was on time for class.			
2. Used lunch time wisely (ate, took care of personal needs, etc.)			
3. Took bath without being told.			
4. Did assigned chores at home without being reminded.			
5. Did chores to best of his/her ability.			
6. Cleaned up his/her room.			
7. Did not cheat on test.			
8. Did class work to best of his/her ability.			
9. Followed the rules of the school.			
10. Used good manners.			
11. Appeared to be happy, cheerful, and helpful.			
12. Was not a troublemaker.			
13. Showed self-respect.			
14. Showed respect for authority.			
15. Kept papers to hand in, desk, and locker clean and neat.			

What's Attendance All About?

Below are reasons why people miss work. Are they GOOD, OK, or POOR reasons? Check one of the boxes next to each reason to show what you think. Then ask your employer to check those he/she agrees with in the box under "Employer Agrees."

I called in and said:	Good reason	OK, if not done often	Poor reason	Employer agrees
"I'm sick in bed with the flu."				
"My dad wants me to help him today."				
"My parents said I can stay home."				
"I have a cold."				
"I missed my bus."				
"My mom wants me to babysit."				
"I have a lot of homework. I can't come in today."				
"I stayed over at my friend's last night."				
"There was a death in my family. I have to go to a funeral."				
"I just don't feel good."				
"My brother came home last night. I haven't seen him in a year. He's leaving tomorrow."				
"I have no way to get to work."				
"A guy I really like asked me out tonight."				
"I have a big game Friday. The coach said I have to practice."				

"My parents decided to go out of town today."				
"I have to go to the doctor today."				
"I was up late last night. I'm too tired to go to work."				
"The bus passed me by at the bus stop."				
"My friend and I had a fight last night."				
"I didn't call in because we don't have a phone."				

BEING HONEST ON THE JOB

What's Being Honest All About?

Sometimes things we do are dishonest. There are many ways that a person might be dishonest. Below is an "honesty grid" to show you some of these ways.

HONESTY GRID

	Time	Money	Products	People
Steal	Marty		Terry	
Lie				Lee
Cheat				Chris

Marty is someone who steals time. This means that he fools around or wastes time when he should be working. Since the boss is paying for time worked, we call a person like Marty a "time thief."

Terry is someone who takes things from work. A person like Terry might take office supplies, uniforms, or equipment. These things cost the employer money.

Lee is someone who lies to people. Some of the things a person like Lee might lie about are:

excuses for coming to work late;
making a mistake (blaming someone else);
reasons for not showing up for work.

Chris is someone who cheats other people. A person like Chris might cheat people out of their money or something else they own.

Read the stories on the next page. See if you can show where each person would be on the Honesty Grid. Look carefully. Sometimes you will have to fill in more than one space for a person.

BEING HONEST ON THE JOB STORIES

1. Alison spends a lot of time talking on the phone to her friends. She makes long distance calls to her friends and family while she is at work.

2. John is a customer service engineer. He has his own repair business on the side. He takes parts and old equipment from work to use in his repair business.

3. Linda like to gossip. She spends a lot of her time in the lounge listening to other people's conversations. Linda also likes to repeat what she has heard. Some of her gossip is true, some is not.

4. Jeff is a cashier at a local restaurant. Jeff charges customers more than he should, saying he is doing it so that he "can make a decent salary." Jeff also takes money from the register when he has the opportunity.

BEING HONEST ON THE JOB STORIES

ANSWER KEY

HONESTY GRID

	Time	Money	Products	People
Steal	Alison Linda	Alison Jeff	John	
Lie				Linda
Cheat				Jeff

(Answers may vary slightly.)

Class discussion should follow.

GOSSIP

Even though gossip should be avoided, it has a way of cropping up in almost every job situation. The following is a part of a conversation in an office. Fill in the blanks with the most appropriate words from the list below.

"What do you think of Ms. Shaefer's new _____?"

"That sweater is too tight. I think she should be more

_____."

"Her brother is the assistant manager in shipping. I hear he won't date any girls here at the plant. I guess he's

_____."

"It really burns me up that she walked right in here and got that job. I should have gotten it. No one has been more

_____ and _____ than I have."

jealous	modest
office	attractive
efficient	snobbish
secretary	cooperative

What would you do if you overhead this conversation? On the lines below, tell how you would act or what you would say in this situation.

GOSSIP Answer Key

Even though gossip should be avoided, it has a way of cropping up in almost every job situation. The following is a part of a conversation in an office. Fill in the blanks with the most appropriate words from the list below.

"What do you think of Ms. Shaefer's new secretary?"

"That sweater is too tight. I think she should be more modest."

"Her brother is the assistant manager in shipping. I hear he won't date any girls here at the plant. I guess he's snobbish."

"It really burns me up that she walked right in here and got that job. I should have gotten it. No one has been more efficient and cooperative than I have."

jealous	modest
office	attractive
efficient	snobbish
secretary	cooperative

What would you do if you overhead this conversation? On the lines below, tell how you would act or what you would say in this situation.

(Responses will vary.)

ANSWER KEY

GOSSIP

Secretary

Modest

Snobbish

Efficient

Cooperative

A Work Evaluation

The purpose of this activity is to help you evaluate your own work performance.

Most companies give yearly evaluations. Promotions and raises are usually affected by how well you do. Some companies use a form like the one below. Using this form, evaluate your work as a student or an employee, if you have a job. **Answer as many of the questions as you can.** If a question does not apply, write "Does not apply."

Performance Factors	
Factors	**Explain**
Results: Quantity, quality, and promptness of output. Ability to meet company objectives/goals.	
Knowledge: Technical knowledge applicable to the job.	
Human Relations: Communication, relationships with other employees, customers.	
Acceptance of Responsiblility: Punctuality, attendance, dependability, care of Company property, ability to meet deadlines and to follow through in getting things done.	
Decision-Making: Judgment, enables employee to reach sound course of action.	

	True most of the time	True some of the time	Never true
8. Ability to Accept Criticism			
36. When my parents say I should wear different clothes, I think over what they say.	2	1	0
37. When someone criticizes how I do something, I think about how I can improve.	2	1	0
38. When someone criticizes the way I do a task, I listen politely.	2	1	0
39. I learn from those who criticize my work.	2	1	0
40. I do not get upset when others criticize my work.	2	1	0

Ability to Accept Criticism Total
(Add numbers circled) . . . . . ☐

Total Score for All Behavior Traits
(Add the totals for all traits) . . . . . ☐

If your **total score for all traits** was: 60-80 You will get along well on the job most of the time. 40-59 You need to improve in some areas. Below 40 You need to improve in several areas in order to do well on the job.
If your **total score for any one trait** was: 8-10 Your behavior needs no improvement. 5-7 You need to improve. Below 5 You need **much improvement.**

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.02 Relate positive work habits to productivity in the economy.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
A. Quality in workmanship B. Production quota (output) C. Teamwork D. Efficiency E. Workplace comparison 1. U. S. companies 2. Foreign competition 3. Robotics	A3 Activity 1: Classroom management (sample) P1 Activity 2: Entrepreneurial business C2 Activity 3: "Positive Work Habits and Productivity" C1 Activity 4: Peer Evaluation - Evaluators should be three different persons chosen at random and anonymously - Points are assigned at each evaluation without outside influence - Evaluation Column #1 is nearest the right edge of the paper so that it can be covered and will not influence the second evaluator - Results: If a score shows an increase, it is a plus (+). If it shows a decrease, it is negative (-) and indicates need for improvement.

RESOURCES

Career Skills textbook (or resource for how businesses work in relation to the economy)

Handouts:
"Careers Classroom Management (Sample)" -- makes students responsible for themselves and their performances
"Peer Evaluation"
"Positive Work Habits and Productivity"

Teacher instructions and student handouts for "Entrepreneurial Business"

(SAMPLE)

CAREERS CLASSROOM MANAGEMENT

A. Classroom Earnings (will be converted to scores for your Careers Grade at the end of each six weeks)
   1. $0-$6 per day for proper work habits.
   2. $0-$4 per day for work production.
   3. $0-$2 per day for bonus.

   The amount of work to be completed each day will be announced at the beginning of class time.

B. Taxes (deductions for violations of proper work habits)
   1. Operational
      a. No name on paper(s): $2
      b. Tardy: $2
      c. No pen or pencil; forgetting to bring folder: $4
      d. Leaving materials out; littering: $3
      e. Not a workstation within two minutes: $2
      f. Leaving the classroom for any reason (bathroom, etc.): $2
      g. Inappropriate behavior for a substitute teacher: $7
      h. Office referral: $7
   2. Behavioral
      a. Disturbing others (discourteous, talking, horseplay): $5
      b. Being out of your seat: $5
      c. Inattention to classroom instruction: $4
      d. Wasting class time: $3
      e. Breaking rules identified in the school's handbook or in the classroom: $3
      f. Equipment Abuse: $10

C. Benefits
   1. Personal Leave: one day with pay/six weeks: $6
      a. Do your homework
      b. Play Careers Games
      c. NEEDED day in the library
      d. Computer Time
   2. Coffee Break (work in OVERTIME SECTION for extra credit), <u>after</u> other classroom assignments are completed $2 (Cannot replace classroom assignments,; student must keep record)
      a. Think Links
      b. Wordfinds
      c. Puzzles
   3. One sick leave day with pay ($6) per six weeks
      This absence MUST BE EXCUSED

D. Bonus Opportunities (Extra Duty - Extra Pay)
   1. Helping with classroom procedures (such as collecting and distributing papers)
   2. Bringing guest speakers to class (with teacher approval)
   3. Preparing supplementary materials for the overtime corner

E. Grading
   1. A total of $10 can be earned each day. There will be fifteen (15) hours in the Career Classroom each six weeks. Therefore, a total of $150 can be earned which will be converted to grades according to this scale, based upon <u>(Local school)</u>.
      925 (92.5%) x 150 = 139-150 = A
      845 (84.5%) x 150 = 127-150 = B
      765 (76.5%) x 150 = 115-126 = C
      695 (69.5%) x 150 = 104-150 = D
      Points fewer than 104 will produce an E
   2. Papers will be graded daily. Values will be determined for the work in this manner:
      Perfect Paper = $4.00
      Acceptable Paper = $3.00
      Needs Improvement = $2.00
      Incomplete Paper = $1.00 (less than half completed)
      Work not turned in = 0
   3. Students are to keep their own work in their possession except for when it has been turned in to be graded. WORK IS TO BE TURNED IN ON TIME.
   4. Students who are absent are responsible for make-up work ON THEIR OWN TIME.

<u>For Midterm Report</u>:

<u>7 days</u>	<u>8 days</u>	<u>Semester Scale</u>
65 - 70 pts = A	74 - 80 pts = A	416 - 450 (A)
59 - 64 pts = B	67 - 73 pts = B	380 - 415 (B)
53 - 58 pts = C	61 - 66 pts = C	344 - 379 (C)
48 - 52 pts = D	55 - 60 pts = D	312 - 343 (D)

ENTREPRENEURIAL BUSINESS

For the Teacher:

1. Students should be given an overview of the unit.

   - free enterprise
   - capital
   - marketing
   - profit
   - private companies
   - management

2. This activity will involve the entire class. Divide the class into 2 or more "companies".
3. The time required to complete this activity will vary according to the product chosen to be marketed. Generally, - 5 to 6 days.
4. Explain this activity to students before they begin work. Explain worksheets thoroughly. Stress meticulous record keeping.
5. Decide beforehand if students will sell finished products(some schools permit this, some do not) or if students will keep products.
6. If students will sell products, decide how they will finance their materials.
   Suggestions: a) Students bring in materials
   b) Students bring money and are reimbursed from sales
   c) School furnishes materials ... replenished after sales
   d) Students take out "loan" from CECNC funds, etc. and reimburse with "interest"
   e) Students sell "stock" ... after sales, stock dividend is paid
7. If students sell products, the teacher should supervise the sales and set guidelines and collect money.
8. Suggestions for products: 1) napkin holders
   2) beaded necklaces 3) badges 4) cookbooks
   5) puzzle books 6) baked goods
9. Introduction to Manufacturing may be consulted for additional ideas.
10. You will need to supervise all phases of this activity and give suggestions if needed.
11. Students may be encouraged to obtain initial capital by ...
    1) each member of the company put up same amount (mine each put in $7.00) and receive some money back form profits. (mine suffered a 10% loss and received $1.90 back.)
    2) borrow money from CE club - $15 limit with 15% interest.

       (You would need to have them fill out loan application and decide what collateral.. ex.: certain number of hours to work after school, etc.)
    3) Students may sell stock certificates to friends, family, etc. - investors would receive a return on investment.
       (one of my groups did this ... they developed a stock certificate and I typed it for them. They sold stock for $1.00 with a 10% return. They were able to repay each investor $1.10 after completion of the unit.)

STUDENT ACTIVITY SHEET

Competency Number: 004-02
Worker Trait Number: 06-02-23

Cluster: Marketing and Distribution;
Business and Office

Interest Area: (symbol)

OCCUPATIONAL TITLE: ENTREPRENEUR

PRODUCTIVITY TITLE: Operate a company to mass-produce a product.

Equipment and Materials:

"Brainstorm A Product" worksheet
"Production Records" worksheet
"Evaluation" worksheet
"Product Engineering" worksheet
"Sales Records" worksheet

Instructions:

1. Company operation
   1. Organization
      a. You will need a President for your company. Name: _____
      b. You will have these departments within your company. Decide who will work in each department.
         (1) Production (assemble materials; make the product) _____
         (2) Business (place orders for materials, take orders for product, maintain financial records, distribute (sell) the product _____
         (3) Public Relations (advertising and packaging) _____
   2. Meet with students in your company. Brainstorm a product you think your company can mass-produce in 4 to 6 days. Complete the "Brainstorm A Product" worksheet.
   3. Develop a method for producing your product by completing the "Product Engineering" activity.
   4. Secure all materials and set up your assembly line. Produce your product. Keep records on the "Production Records" worksheet.
   5. If you will sell you product, determine the cost and a method of advertising. Market your product and complete the "Sales Records" worksheet.
   6. Complete the "Marketing" worksheet.

STUDENT WORKSHEET

Brainstorm A Product

1. List several products people in your company could mass produce in 3 to 4 days. Consider: 1) your classroom facilities, 2) cost of production and availability of materials needed, 3) skill of your workers, 4) usefulness of your product to your market.

1. 4.

2. 5.

3. 6.

*your teacher may have suggestions for good products.

2. Discuss the pros and cons of each product listed above.

Product	Pros	Cons
1.		
2.		
3.		
4.		
5.		
6.		

3. Decide upon your product now and list below.
(A)

4. a) List all materials needed to produce the product. Due in class by _____. Bring a box for storage.

Materials	Amount	Cost
1.		
2.		
3.		
4.		
5.		

4. b) How many products will you produce? _____

What is the total cost to produce these products? _____

What is the cost to produce one product? _____

What percent profit will you plan for? ____ What will be the selling price? _____

5. Will you sell your products? Will you take orders?

Brainstorm A Product (cont.)

6. How will you pay for materials you need?

_____ We will not sell products; our teacher will supply materials.

_____ We will not sell product; each member will supply materials.

_____ We will sell products; our teacher will supply materials and we will replace the materials with our profits.

_____ We will sell products; each member will contribute $___.00 to buy materials. We will reimburse each member with our profits.

_____ We will sell products; we will obtain a loan of $ _____ from _____ and repay the loan plus _____% interest from our profits.

7. List all equipment (tools, etc.) needed to produce your product.

	Equipment	Reason needed
1.		
2.		
3.		
4.		

8. Have your teacher approve your ideas.

STUDENT WORKSHEET

Product Engineering

Company Name: _____

1. Draw and label a diagram of your product below.

How many will you plan to produce? _____

2. Explain, in order, the exact steps needed to produce you product. (Assembly line procedure)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Package (how?)

3. Use the steps listed above to design a flow chart to produce your product on an assembly line. Label each step of production and indicate the number of workers needed for each step. Write the names of the company members beside the job they will perform.

STUDENT WORKSHEET

Production Records

I. RAW MATERIALS - List all materials used (production, packaging, and advertising). Attach receipts for all purchasing; Nothing supplied by individuals.

	Item description	Number	Price/Unit	Total
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Total Price _____

II. PRODUCTION - List the total number of good quality products produced by your company at the end of each day.

	Date	Number Produced
1.		
2.		
3.		
4.		_____ = Total Products

List the total number of defective products discarded at the end of each day.

	Date	Number discarded	Reason discarded	How disposed
1.				
2.				
3.				
4.		_____ = TOTAL DISCARDED		

5. Determine the total number of products (good quality and defective) produced.

_____ Good quality

_____ Defective

_____ TOTAL

STUDENT WORKSHEET

Marketing

1. Think of methods you can use to advertise your product. (Posters, announcements, etc.)

2. Advertise your product, using one or more methods above.

3. All items must carry a label stating product, price, and company name. Design and reproduce your label.

4. Sell your product. Be sure to keep good records of your sales. **Method of Sales:** _____

Evaluation

1. What problems/successes did you have in working with your company? What problems/successes might an assembler have?

2. If you were given a second chance to produce a product with your same company, would you select the same product? Explain.

3. Give examples of good plans your company made.

4. Give examples of poor plans your company made.

5. What problems did your company have? How did you change your strategies to handle these problems?

6. List the major strengths of your company.

   List the major weaknesses of your company.

   Compare the strengths and weaknesses. Was your company a success or a failure? Explain.

STUDENT WORKSHEET

Sales Records

SET PRICES

1. Determine the cost of producing 1 product:

   $_____ = Total Cost of Materials

   $_____ = Total Number of Good Quality Products.

   $_____ = Cost to produce 1 product (Hint: Divide)

   At _____% profit.

2. What will you charge for the product? $_____

3. SALES - List the total receipts from sales below.

Number Sold	Price	Total Receipts

4. PROFIT

   Initial Capital = _____

   Raw Materials Cost - _____

   =_____ = Balance - capital

   Receipts from sales = _____

   Balance of capital +_____ _____

   =_____ = Current balance

   Current balance =_____

   Amount to repay -_____

   =_____ = Profit

Positive Work Habits and Productivity

Instructions: Consider how each of the following statements most effects (1) success in the American economy or (2) success for the American worker. Report your reaction as your teacher directs (in writing, in small cooperative learning groups, in class debate, etc.)

1. Both employer and the employee benefit when productivity is high.

2. One should do his/her best to become a part of the company team.

3. International trade will continue to increase in the future.

4. Every person needs to become "computer literate".

5. An employee needs to work cooperatively with others in order to achieve success.

Positive Work Habits and Productivity
(possible responses)

1. Both employer and the employee benefit when productivity is high.
high profits and income, opportunity for advancement, respect form others, increased opportunities

2. One should do his/her best to become a part of the company team.
competent work, thrifty use of materials, punctuality, positive attitude, loyalty, dependability, initiative, teamwork

3. International trade will continue to increase in the future.
provides things we cannot provide for ourselves, creates jobs for the manufacturing of items to be exported, promotes international friendliness, brings in better products at lower prices, encourages competitive efficiency and better products, may cause loss of jobs.

4. Every person needs to become "computer literate".
the computer is being used in business to help improve efficiency and productivity in every area of an organization: international communication systems, advantages of robots, computerized transportation systems, computers in the home (shopping, telephone, food preparation)

5. An employee needs to work cooperatively with others in order to achieve success.
be friendly, respect co-workers, co-operate, accept positive criticism, exhibit a positive attitude, maintain a good sense of humor, do not spread rumors.

PEER WORK HABIT EVALUATION

Student's Name _____

Semester, 19 _____.

Grade: _____

Type of Work

a. Individual_____
b. Large Group_____
c. Small Group_____
d. Laboratory_____

Note: Please check the answer that most nearly represents your knowledge or opinion of the following factors for this student:

	Evaluation Scale				Results	Evaluation Number		
	Always	Usually	Seldom	N/A	+/-	3	2	1
1. Arrive at work on time. 1.								
2. Use time Properly. 2.								
3. Work without supervision. 3.								
4. Show interest - sees and does jobs that should be done. 4.								
5. Asks for inform-ation and help. 5.								
6. Thinks before acting. 6.								
7. Willing to work in new groups. 7.								
8. Expresses self in good manner. 8.								
9. Works well with others. 9.								
10. Follows directions. 10.								
11. Neat in work and appearance. 11.								
12. Exhibits desire to do well. 12.								
13. Is dependable 13.								
14. Uses supplies and equipment properly. 14.								

The result of this survey is for your information only. It will not be used for a grade.

At the end of the semester, be prepared to discuss the following:

1. When your evaluated someone else, did you make a special effort to be accurate, honest, and fair? _____

2. Were your decisions affected by your <u>personal</u> feelings of the person whom you were evaluating? _____ Should work evaluations be made based upon personal feelings or work performance? _____

3. From the results of your own evaluation report, do you feel you were evaluated accurately? _____
   What were your growth areas? _____
   _____
   In what areas(s) do you need to make improvement(s) according to the feelings of your classmates? _____
   _____

4. Employees are evaluated in the workplace just as students are evaluated in school. With which of these evaluation methods are you most comfortable?

   _____ a. Peer Evaluation only
   _____ b. Supervisor (teacher) evaluation only
   _____ c. A combination of peer and supervisor evaluation

   Why? _____
   _____

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.03 Explain the advantages of developing self-discipline, productive work habits, and positive attitudes.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Develop self-discipline, productive work habits, and positive attitudes.	C2 1. Read and discuss Chapter 2, "Looking at Yourself," in Career Skills, 2nd edition.
	C3P2 2. Complete these activities: A. Personal attitudes B. Work attitudes C. Percepto Graph D. Promptness E. Attitude Inventory
Coping with your stress	C3P2 3. Coping with stress A. Define stress B. Signals of stress 1. physical 2. emotional C. Complete these stress-related activities: 1. Stress Management 2. Stress Can Depress 3. Possible Causes of Stress

RESOURCES

Career Skills, 2nd Edition (textbook and workbook)

PERSONAL ATTITUDES

Attitudes are strong views we have toward people, issues and things. Attitudes strongly influence the way we lead our lives and are both favorable (help us) and unfavorable (hurt us).

Most employers feel that attitudes are very important in relation to work. In other words, they feel that in many cases, the kind of person you are is more important than what you know how to do.

Listed below you will see 25 personality traits (types of behavior). Read each and think of yourself as you do. Rate yourself according to the following scale:

Put a (4) - if you "always" behave that way.

Put a (3) - if you behave that way "most" of the time.

Put a (2) - if you behave that way "sometimes".

Put a (1) - if you "rarely" behave that way.

Put a (0) - if you "never" behave that way.

I am ....

_____ "dependable" which means I can be relied on.

_____ "enthusiastic" which means I show eagerness to do things.

_____ "courteous" which means I am considerate towards others.

_____ "friendly" which means I am likable and support others.

_____ "honest" which means I am truthful and trustworthy.

_____ "confident" which means I am certain about what I can do.

_____ "cautious" which means I am careful to avoid danger or harm.

_____ "neat" which means I am tidy and orderly.

_____ "punctual" which means I am always prompt and on time.

_____ "tactful" which means I say the kind and fitting thing.

_____ "open-minded" which means I am receptive to new ideas.

_____ "humorous" which means I enjoy the funny side of things.

_____ "goal-oriented" which means I work towards desired results.

_____ "cooperative" which means I work well with others.

_____ "persistent" which means I refuse to give up easily.

_____ "optimistic" which means I expect favorable outcomes.

_____ "considerate" which means I have regard for other's feelings.

_____ "productive" which means I don't waste a lot of time.

_____ "self-starting" which means I don't have to be told what to do.

_____ "patient" which means I am capable of bearing delay.

_____ "assertive" which means I am not afraid to state my opinion.

_____ "ambitious" which means I have a strong desire to achieve.

_____ "decisive" which means I am capable of making firm decisions.

_____ "organized" which means I have everything structured.

Now go back and add up the total for all 25 types of behavior. You are going to give yourself a grade according to your responses.

MY GRADE _____

Now look at the attitude grading system below and see where your total fits in.

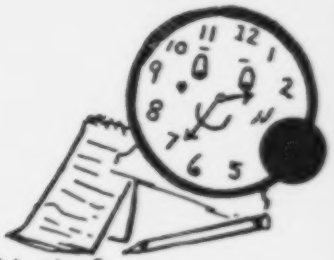
100 - 93	=	Excellent Attitude
92 - 85	=	Good Attitude
84 - 75	=	Fair Attitude
74 - 65	=	Poor Attitude
Below 65	=	Very Poor Attitude

WORK ATTITUDES

There are many types of behavior that are favorable and helpful in your personal development as well as in the success of your work activities. People look at this important aspect of your personality when judging you as a worker. Read the following 20 types of behavior and rate yourself honestly. Circle the response.

Ask yourself, Do I ?	Always	Most-times	Some-times	Not usually	Never
- Adjust to new situations?	5	4	3	2	1
- Accept constructive criticism?	5	4	3	2	1
- Work hard on a project?	5	4	3	2	1
- Follow directions well?	5	4	3	2	1
- Work without supervision?	5	4	3	2	1
- Use new information?	5	4	3	2	1
- Profit from experience?	5	4	3	2	1
- Finish what I start?	5	4	3	2	1
- Work well with others?	5	4	3	2	1
- Take pride in my work?	5	4	3	2	1
- Concentrate on my work?	5	4	3	2	1
- Learn from my mistakes?	5	4	3	2	1
- Do what I say I will do?	5	4	3	2	1
- Control my emotions?	5	4	3	2	1
- Mind my business, do my work?	5	4	3	2	1
- Work in imperfect conditions?	5	4	3	2	1
- Work well under pressure?	5	4	3	2	1
- Try to improve my work habits?	5	4	3	2	1
- Work when duties are unpleasant?	5	4	3	2	1
- Want to be productive?	5	4	3	2	1

PERCEPTO GRAPH



Rate yourself on the PERCEPTO GRAPH.
(Try to be honest!)

	Never	Some-times	Most of the time	Always
I finish what I start.				
I am interested in people.				
I am willing to help when I can.				
I try to do what I say I will do.				
I am a loyal friend.				
I feel good about my school work.				
I always want to do a little bit better.				
I try to look my best.				
I am a dependable person.				
I make good decisions.				
I am not easily discouraged.				
I am a good family member.				
I can organize my time.				
I share in completing daily chores.				
I share with others.				
I am easy to get along with.				
Friends like to be with me.				
I am a good sport.				
I talk to others easily.				
I listen to others.				
I follow directions.				
I am able to take criticism.				

Check your PERCEPTO GRAPH rating and write a paragraph describing your strong and weak points.

PROMPTNESS

Promptness means being on time when you are supposed to be somewhere. The numbered and lettered phrases below are parts of sentences about promptness. Complete each sentence by writing the number of the phrase on the left next to the matching phrase on the right.

1. When workers are hired,
2. If an employee is supposed to start work at 8:00 A.M.,
3. Employers may feel that employees who are always late for work
4. It seems foolish for employees to risk losing their jobs
5. Employees who have trouble getting to work on time
6. Employees who are going to be late for a good reason
7. Employees should know the phone number at work
8. Promptness

a. ___ really don't care about keeping their jobs.

b. ___ because they can't get to work on time.

c. ___ in case there is an emergency and they must call in to say that they will be late for work.

d. ___ should plan their time better.

e. ___ should call the boss or supervisor right away.

f. ___ they are expected to be at work on time.

g. ___ is a good job quality to have.

h. ___ he or she should arrive at work at 8:00 A.M. or before.

Attitude Inventory

Read each statement below. Decide how often the statement is true about you. Then do this:

1. Circle **1** if your answer is **never!**
   Circle **2** if your answer is **seldom.**
   Circle **3** if your answer is **not sure.**
   Circle **4** if your answer is **most of the time.**
   Circle **5** if your answer is **always.**
2. Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **1**, then write **5** on the line. Be sure to do this for every row.
3. Add all the numbers on the lines and write the total.

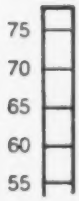
How often is this true about you?	never!	seldom	not sure	most of the time	always!	
1. I like to work.	1	2	3	4	5	____ 1
2. I like to be helpful.	1	2	3	4	5	____ 2
3. I get along with others.	1	2	3	4	5	____ 3
4. I like to learn new things.	1	2	3	4	5	____ 4
5. When I can't do something right the first time, I try again.	1	2	3	4	5	____ 5
6. If I make a mistake, I admit it.	1	2	3	4	5	____ 6
7. When someone shows me my mistakes, I listen and try to correct them.	1	2	3	4	5	____ 7
8. When I don't know how to do something, I ask for help.	1	2	3	4	5	____ 8
9. When someone tries to help me, I accept their help and thank them for it.	1	2	3	4	5	____ 9
10. I try to be on time.	1	2	3	4	5	____ 10
11. I take good care of things that other people let me use.	1	2	3	4	5	____ 11
12. Once I know what I'm supposed to do, I get busy and do it.	1	2	3	4	5	____ 12

Attitude Inventory

	never!	seldom	not sure	most of the time	always!	
13. I try to keep my promises and do what I say I am going to do.	1	2	3	4	5	____ 13
14. If I have a problem, I try to talk to someone who may be able to help me.	1	2	3	4	5	____ 14
15. I try to follow rules.	1	2	3	4	5	____ 15
					Total	____

Complete Your Graph

1. Mark the graph below to show your total on the attitude inventory.
2. Darken the bar up to that mark. For example, if your total was **67**, your bar would look like this.



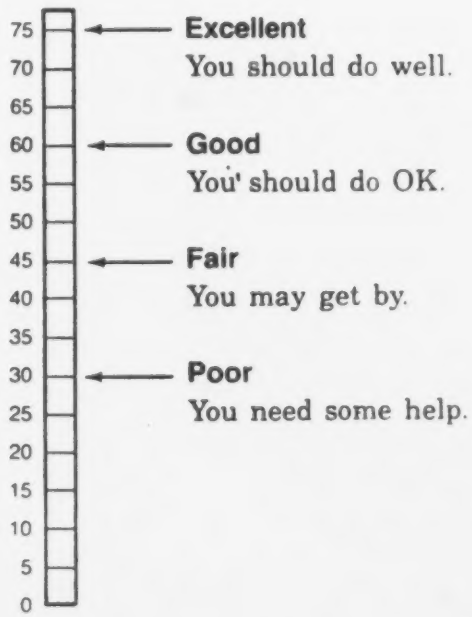
Read Your Graph

1. According to the graph, how does your attitude rate?

   Excellent ..... ☐
   Good ..... ☐
   Fair ..... ☐
   Poor ..... ☐

2. With that rating, what are your chances for doing well on a job?

   I should do well. ..... ☐
   I should do OK. ..... ☐
   I may get by. ..... ☐
   I need some help. ..... ☐



STRESS MANAGEMENT

Directions: Below you are given 15 ways to manage stress. However, you must break the code to discover how you can manage stress.

Code:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
3	14	1	15	2	11	7	19	6	20	16	9	10	13	8	18

Q	R	S	T	U	V	W	X	Y	Z
21	22	12	4	5	23	17	26	25	24

Example:

12-4-22-2-12-12 10-3-13-3-7-2-10-2-13-4
s t r e s s m a n a g e m e n t

1. 4-3-9-16 3-14-8-5-4 25-8-5-22 18-22-8-14-9-2-10
2. 15-22-18 14-22-2-3-4-6-13-7
3. 4-3-16-2 4-6-10-3 4-8 22-2-9-3-26
4. 4-3-16-2 1-3-22-2 8-11 25-8-5-22 14-8-15-25
5. 17-8-22-16 17-6-4-19 8-4-19-2-22 18-2-8-18-9-2
6. 14-3-9-3-1-2 17-8-22-16 3-13-15 18-9-3-25
7. 2-26-2-22-1-6-12-2
8. 2-26-18-22-2-12-12 25-8-5-22 3-13-7-3-22
9. 15-8 4-19-6-13-7-12 11-8-22 8-4-19-2-22 18-2-8-18-9-3
10. 12-2-4 3-12-6-15-2 4-6-10-2 11-8-22 25-8-5-22 12-2-9-11
11. 17-9-22-16 8-11-11 12-4-2-3-10
12. 18-9-3-13 25-8-5-22 15-3-25-12
13. 15-8 12-8-10-2-4-19-6-13-7 25-8-5 2-13-20-8-25
14. 12-2-4 7-8-3-9-12 11-8-22 25-8-5-22-12-2-9-11
15. 19-8-14-14-6-2-12

Stress Management

Answer Key

A	B	C	D	E	F	G	H	I	J	K	L	M
3	14	1	15	2	11	7	19	6	20	16	9	10

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	8	18	21	22	12	4	5	23	17	26	25	24

1. Talk About Your Problem
   4-3-9-16 3-14-8-5-4 25-8-5-22 18-22-8-14-9-2-10

2. Deep Breathing
   15-2-2-18 14-22-2-3-4-6-13-7

3. Take Time to Relax
   4-13-16-2 4-6-10-3 4-8 22-2-9-3-26

4. Take Care of Your Body
   4-3-16-2 1-3-22-2 8-11 25-8-5-22 14-8-15-25

5. Work With Other People
   17-8-22-16 17-6-4-19 8-4-19-2-22 18-9-3-25

6. Balance Work and Play
   14-3-9-3-13-1-2 17-8-22-16 3-13-15 18-9-3-22

7. Exercise
   2-26-2-22-1-6-12-2

8. Express Your Anger
   2-26-18-22-2-12-12 25-8-5-22 3-13-7-3-22

9. Do Things for Other People
   15-8 4-19-6-13-7-12 11-8-22 8-4-19-2-22 18-2-8-18-9-3

10. Set Aside Time for Yourself
    12-2-4 3-12-6-15-2 4-6-10-2 11-8-22 25-8-5-22-12-2-9-11

11. Work Off Steam
    17-8-22-16 8-11-11 12-4-2-3-10

12. Plan Your Days
    18-9-3-13 25-8-5-22 15-3-25-12

13. Do Something You Enjoy
    15-8 12-8-10-2-4-19-6-13-7 25-8-5 2-13-20-8-25

14. Set Aside Goals for Yourself
    12-2-4 7-8-3-9-12 11-8-22 25-8-5-22-12-2-9-11

15. Hobbies
    19-8-14-14-6-2-12

STRESS CAN DEPRESS

Directions: Below is a list of signs of stress. Identify whether it is a physical or emotional sign. If the sign of stress is physical, place a P in front of the sign of stress. If the sign of stress is emotional, place a E in front of the sign of stress. Then circle the number of the symptoms you suffer.

____ 1. cranky or hard to get along with

____ 2. dizziness

____ 3. feeling tired much of the time

____ 4. careless about mistakes

____ 5. bored with school work

____ 6. upset stomach

____ 7. restless

____ 8. depressed

____ 9. pain in shoulders or neck

____ 10. eating too much or too little

____ 11. angry at others

____ 12. skin rash, hives, or pimples

____ 13. difficulty sleeping

____ 14. nail biting

____ 15. tight muscles

____ 16. critical of others

____ 17. nervousness

____ 18. confusion

____ 19. headaches

____ 20. cold hands and feet

STRESS CAN DEPRESS

Answer Sheet

1. E
2. P
3. P
4. E
5. E
6. P
7. E
8. E
9. P
10. P
11. E
12. P
13. P
14. P
15. P
16. E
17. P
18. E
19. E
20. P

POSSIBLE CAUSES OF STRESS

Instructions: In your group or individually, list things you think could cause stress. Place the cause under the appropriate heading. Discuss your results with the class or as instructed by the teacher.

ON THE JOB	IN PERSONAL LIFE	IN YOUR ENVIRONMENT

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.04 List employee traits beneficial to successin the workplace.

TIME: .5 hour

OUTLINE	STRATEGIES/ACTIVITIES
Employee traits	Activities to complete: C2P3 1. Employee Traits C1 2. Self-rating Chart C3 3. Success on the Job C3 4. Initiative Can Help You Promote Yourself! C1 5. Sorry, Boss C1 6. Why Do You Miss Work? C1 7. Meeting the Demands of the 21st-Century Worker

RESOURCES

Career Skills, 1st Edition
Worksheets:
Employee Traits
Self-rating Chart
Success on the Job
Initiative Can Help You Promote Yourself
Sorry, Boss
Why Do You Miss Work?
Meeting the Demands of the 21st-Century Worker

EMPLOYEE TRAITS

1. Ask students to list some employee traits.

2. Explain/discuss why these traits are important when interviewing and when working.

3. Divide the class into groups. Each group will select a recorder.

4. Distribute the activity, "Employee Traits" Group Answer Sheet.
   Note to teacher: There are not right or wrong answers to this activity. It depends on the importance the group places on certain employee traits.

5. Give instructions for activity.
   Explain: (a) the activity has 4 persons who have been evaluated according to their employee traits, (b) the group will determine (by evaluating the employee traits) which two persons will be fired and which two will remain.

6. Allow time for completion of answer sheet.
   Note: Students may have a difficult time because there is no clear answer. You may have to help by saying the answer will depend on the group's decision.

7. Discuss results of the answer sheets.

SELF-RATING CHART

Directions: Read carefully the statements below, compare with the standards given and place in each space the number of the word that describes you best:

1. always 2. usually 3. sometimes 4. seldom

Responsibility

___ Am I on time to class and with my work?

___ Do I behave myself in classroom during teachers' absence?

___ Do I bring my materials to class everyday?

___ Must I be spoken to individually because I have not listened to class directions?

___ Was I willing to accept a class office?

___ Do I take part in class discussions?

Inquiring Mind

___ Do I read the directions before asking questions?

___ Do I do more work than is required?

___ Do I use the library regularly?

___ Do I bring things related to the classwork to class?

Social Concern

___ Do I think of how my actions and speech will affect others before I act or speak?

___ Do I keep order in my section of the room by behaving myself?

___ Am I courteous to my fellow students and the teacher?

___ Do I show an active interest in every class activity?

Work Habits

___ Do I do only my own work, without talking?

___ Am I ready to start working as soon as I enter the room?

___ Do I listen and follow directions?

___ Do I work until the job is finished?

SUCCESS ON THE JOB

Directions: A positive personality, communication skills, and team spirit are important for success on the job. Read the situation below, and answer the questions that follow.

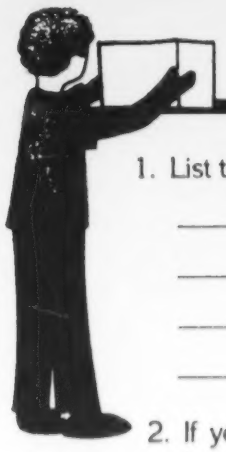
The alarm buzzed, and Chris moaned as he reached to turn it off. His Saturday job at the department store was not his idea of an exciting way to spend the day. He slowly dressed and grabbed a banana for breakfast as he walked out the door. He was running late, but he did not really care that his tardiness meant extra work for the other salespeople.

As he walked into the store, Chris ran into his boss, who asked him if he had just arrived. "Oh, no!" Chris said. "I just had to go outside to look for a box to store some merchandise. I arrived early today."

The day seemed to drag by, and when midmorning break finally arrived, Chris left the merchandise he was tagging half-finished. He was tired! On the way to the vending machine he asked a co-worker if she had heard the latest gossip about their employer and proceeded to explain what he had heard.

Break was over all too quickly, and it was time to return to work. Chris left the job he was doing before break for someone else to finish, and he began another task. He was interrupted by his employer, who suggested a way to speed up his work. Chris ignored the suggestion and continued at his own pace. A co-worker accidentally knocked Chris's arm as he placed a box on the storage shelf. "Watch where you're going!" Chris snapped. "You are so clumsy!"

Five o'clock finally arrived, and Chris decided to just leave the task he was doing since it was his quitting time. His employer walked by and asked Chris to go to another department in the store to help a co-worker finish unpacking merchandise. "I shouldn't have to help. That's not my regular job," Chris mumbled.



1. List the mistakes you find in Chris's behavior.

2. If you were Chris's supervisor, what suggestions would you make for Chris to improve his job performance and the way he works with others?

3. Describe your first impression of Chris.

4. Why is Chris's first impression important?

5. What skills does Chris need to develop for job success?

6. Name three ways Chris can show that he has good communication skills.

7. Name three ways Chris can show team spirit.

Initiative Can Help You Promote Yourself!

Showing initiative can lead to job promotion and, in some cases, to bonuses.

Pretend you are the Head Supervisor of the Physical Therapy Unit of Good Shepherd Hospital. The Personnel Department Manager has told you that you may promote two people in your department to supervisory positions. She has also given you $1,000 bonus money to distribute among the workers on the basis of how well they have shown initiative. The total amount that you distribute cannot total, among all workers, more than $1,000. An individual employee may get any amount from $0 to $1,000.

Read the descriptions below. Decide on whom you would promote and then distribute the bonus money.

Physical Therapy Unit, Good Shepherd Hospital

Linda: Works overtime when asked. Often helps patients on her own time. Does not participate in company social activities.

Ruta: Seldom has to be told what to do. Has missed work often but usually because of family problems. Her absence irritates co-workers. She enrolled at a local community college in a 2-year program which will qualify her for a higher position in physical therapy.

Tom: Works very well alone on the job. Usually does not help other co-workers except when asked. He has thought of new ways to get the job done more efficiently.

Pedro: Does not "watch the clock." If the job requires extra hours, he puts the time in. He is thinking of looking for a higher-paying job at another hospital.

Alma: Gets along very well with co-workers, but has quite a few disagreements with her supervisors. Volunteers to come in on her day off if the hospital needs her.

Indicate below whom you would or would not promote. Then distribute the $1000 to the workers according to how well they have shown initiative. Keep in mind that you may want to promote different people from the ones you give the highest bonuses to.

	Promote?	Why/Why Not?	Bonus Money Given
Linda			
Ruta			
Tom			
Pedro			
Alma			

Sorry, Boss

Below are reasons why people miss work. Are they OK or POOR? Check one of the boxes next to each reason to show what you think. Then ask your employer or supervisor to check those she he agrees with in the box under "Employer Agrees." If you are not employed, go to an employer or to anybody who has had to supervise other workers. Ask what he she thinks.

I called in and said:	OK, if not done often	Poor Reason	Employer Agrees
1. "I'm sick in bed with the flu."			
2. "My child is sick."			
3. "I have a cold."			
4. "I missed the bus."			
5. "I can't find a baby-sitter."			
6. "We have relatives visiting this weekend."			
7. "There was a death in my family. I have to go to the funeral."			
8. "I just don't feel good."			
9. "My brother came home last night. I haven't seen him in a year. He's leaving tomorrow."			
10. "I have no way to get to work."			
11. "Someone I really like asked me out tonight."			
12. "I have to work on my car."			
13. "My husband wife decided to go out of town today. I have to go along."			
14. "I have to go to the doctor's today."			
15. "I was up late last night. I'm too tired to go to work."			
16. "The bus passed me by at the bus stop."			
17. "My wife husband and I had a fight last night."			

Why Do You Miss Work?

Some people rarely miss work. Others are absent fairly often. How often do you miss work (or school, if you go to school and don't have a job)?

Read the list below and check reasons that cause you to miss work or school fairly often —several times a year.

I miss work or school because

_____ 1. I am sick a lot.

_____ 2. I don't like the job (or school).

_____ 3. I have problems with the boss (or teachers).

_____ 4. I can't find a baby-sitter.

_____ 5. I have problems at home.

_____ 6. I am bored with the job (or school).

_____ 7. I'm not very good at my job (or at school).

_____ 8. I have trouble getting to work (or school).

_____ 9. I have too many other things I need to do.

_____ 10. I don't like the people I'm with.

_____ 11. I have trouble getting up in the morning.

_____ 12. My car keeps breaking down.

_____ 13. I have many jobs to do at home that keep me from going to work (or school).

_____ 14. I really don't know why I miss so much.

_____ 15. Other (Write out your reasons): _____

_____

_____

Look back over the items you checked. They tell you where you will want to improve in attendance.

Meeting the Demands of the 21st Century Employer

What will determine the success that a person has at finding and keeping a job in the 21st century?

DIRECTIONS:

1. Design a find-a-word puzzle. Include as many skills and qualities as you can that will be needed in the 21st century.

   The words may be read across, backward, upward, downward, or diagonally.

2. List the words you used in the puzzle at the bottom so the person that works your puzzle will know the words to circle.

3. Also, remember to fill in the extra boxes with extra letters.

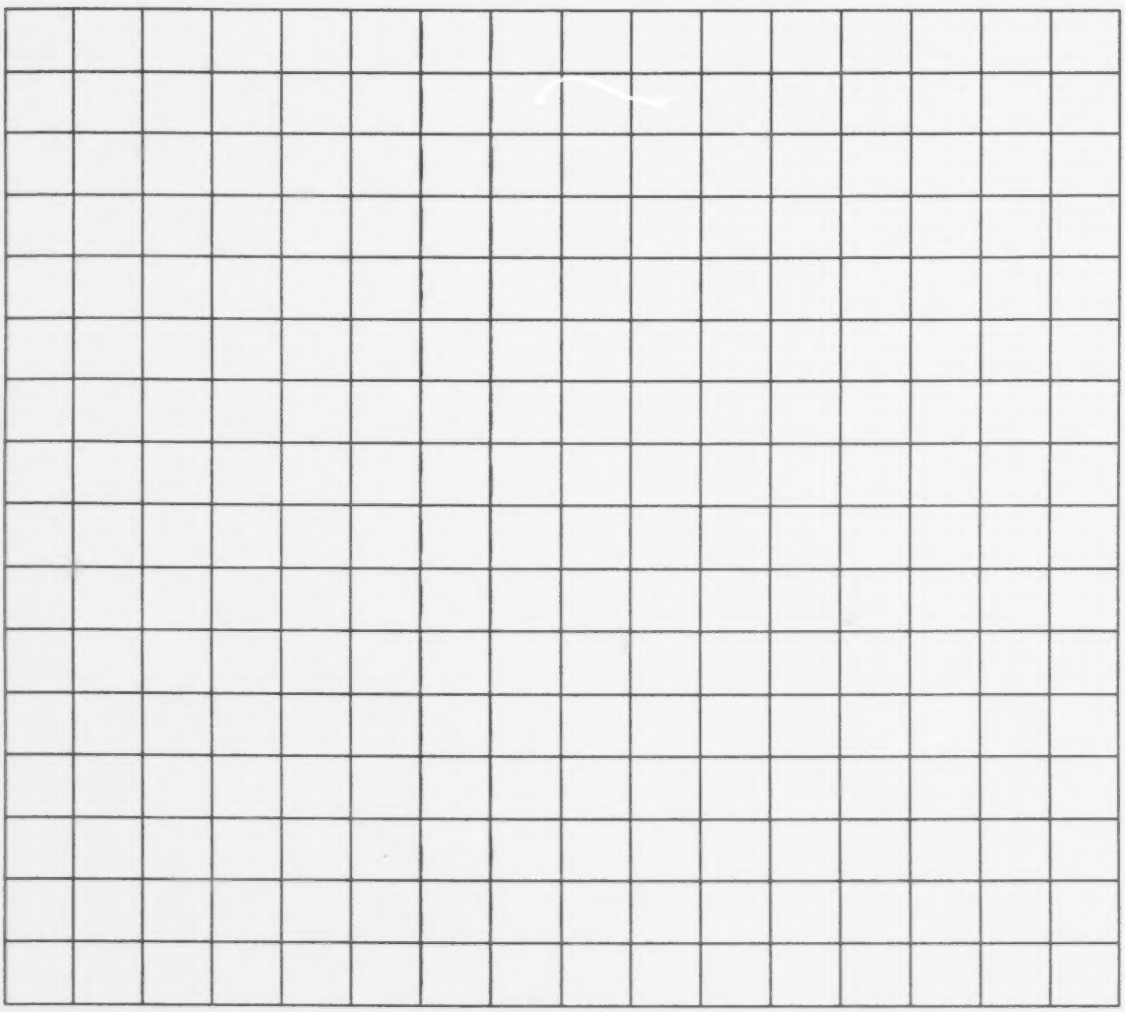
Demands of the 21st century employee are:

thinking (skills)
creativity
flexible
computer (skills)
telephone (skills)
listening (skills)
small group work (skills)
good body language
verbal (skills)
writing (skills)
human relations (skills)
quality work
good health
courtesy
motivation to learn
good manners
decision-making (skills)
math (skills)
solve problems
adapt (to new trends and to constant change)
dependable
initiative
cheerful
tact
follow directions
remember details
punctuality
performance
team spirit
evaluate
adjust
set goals
plan ahead
use time wisely
good work habits
reading (skills)
constant training
good grooming
loyalty
honesty
attendance
cooperation
drug-free

Meeting the Demands of the 21st Century Employer

Find-a-Word Puzzle

Designed by _____



EMPLOYEE TRAITS

Directions: You will be given four people to evaluate. Pretend that you are the supervisor of the four. There is going to be a cutback on employees. From the information below, you must decide which two employees will be let go and which two employees will stay.

TRAITS	JOAN	WILLIAM	SUSAN	GARY
1. Cooperation-ability to get along with others	Is difficult to handle	Cooperates willingly; gets along with others	Usually gets along well with others	Usually gets along well with others
2. Initiative	Does routine work acceptably	Takes no initiative; has to be instructed repeatedly	Is fairly resourceful; does well by herself	Takes no initiative; has to be instructed repeatedly
3. Courtesy	Has been discourteous to the public and staff	Usually polite and is considerate of others	Is very courteous and very considerate of others	Is not particularly courteous in speech or action
4. Attitude toward constructive criticism	Accepts criticism and tries to do better	Doesn't profit by criticism; resents it	Accepts criticism and improves greatly	Doesn't pay much attention to criticism
5. Knowledge of job	Pays little attention to learning job	Understands work; needs little supervision	Has not tried to learn	Has learned necessary routine but needs supervision

6. Accuracy of work	Makes few errors; is careful, thorough, and neat	Is frequently inaccurate and careless	Makes errors; shows average care, thoroughness, and neatness	Very seldom makes errors; does work of very good quality'
7. Work accomplished	Is slower than average	Works rapidly; output is above average	Works with ordinary speed; work is generally satisfactory	Is fast and efficient; production is well above average
8. Work habits	Seldom wastes time; is reliable	Wastes time occasionally; is usually reliable	Frequently wastes time; needs close supervision	Habitually wastes time; has to be watched and prodded along
9. Adaptability	Adjusts readily	Is slow in grasping ideas; has difficulty adapting to new situations	Makes necessary adjustments after considerable instruction	Is slow in grasping ideas; has difficulty adapting to new situations
10. Personal appearance -- neatness and personal care	Is very good in appearance; looks good most of the time	Often neglects appearance	Is passable in appearance but should make effort to improve	Is extremely careless

11. Attendance	Not regular enough in attendance	Dependable	Too frequently absent	Usually dependable
12. Punctuality	Seldom tardy	Punctuality could be improved	Seldom tardy	Very often tardy

GROUP ANSWER SHEET

1. Which two employees stayed?

   A.

   B.

2. Why did these two stay?

3. Why did you fire the other two?

4. List in order the <u>six</u> traits your group considers the most important. Be able to explain why you think these are the most important. (List the most important as No. 1.)

5. Would you have hired any of these people knowing their work background? Which one(s)? Why?

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.05 Demonstrate safe and responsible operation of tools, etc.

TIME: 1 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Safe and responsible operation of tools A. Safety B. Hands-on demonstration C. Hands-on practice	C3P 1. Explain safety rules and government regulations (OSHA). C3P 2. Demonstrate use of each tool or piece of equipment. C3P 3. Students participate in practice using tools and equipment in a safe manner. Additional suggestions: Use packet included to identify tools and equipment used in each course.

RESOURCES

Available texts, charts, and other materials which show tools and their functions.

"Tools of the Trade" Activities and Answer Keys:
Construction
Cook and Chef
Health
Engine Parts
Plumber

Pamphlet of OSHA Safety and Government Regulation

TOOLS OF THE TRADE: CONSTRUCTION OCCUPATIONS

PART I

BACKGROUND

Early in life, we learn that certain items go together. For example, salt and pepper, cup and saucer, butter and bread, etc., seem to be used together. Certain tools in the construction occupations seem to be used together in the same manner.

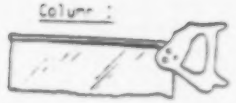
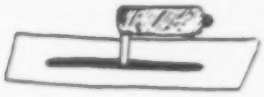
INSTRUCTIONS

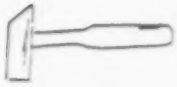
1. Column I pictures a tool and Column II pictures a tool that is usually used with it. These pictures have been scrambled. You must find the matching picture.

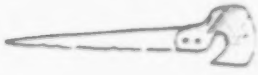
2. In the space provided by the tool number in the left margin, write the letter of the tool in Column II which matches each tool in Column I.

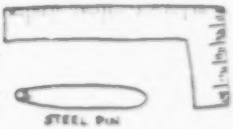
Column I

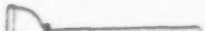
Column II









A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

TOOLS OF THE TRADE: CONSTRUCTION OCCUPATIONS

SELF-CHECK ANSWER KEY

1. E
2. G
3. F
4. B
5. C
6. D
7. I
8. A
9. J
10. H
11. M
12. K
13. N
14. L

Teacher Instructions

1. Ask students to name tools they recognize, such as hammer, saw, pots and pans, etc.

   Ask if they know the functions of the tools they named.

2. Discuss the importance of being able to identify tools and their functions.

3. Provide texts, charts, or other materials which show the use of tools.

4. After studying different tools, complete "Tools of the Trade" identification activities. Provide the "Self-Check" answer sheets. This gives immediate feedback to the student and saves grading time for the teacher.

5. Complete the activities relating to occupations using these tools. This could be a homework assignment.

6. Extra assignment: Ask students to write safety rules and guidelines for the use of each tool identified.

7. All the activities could be assigned to individuals or to groups. Use the ones that are appropriate for your particular class or situation.

Extra assignments:

1. Ask students to choose a tool and write a paragraph about a typical day of the tool. Students should incorporate other tools with which they could come in contact.

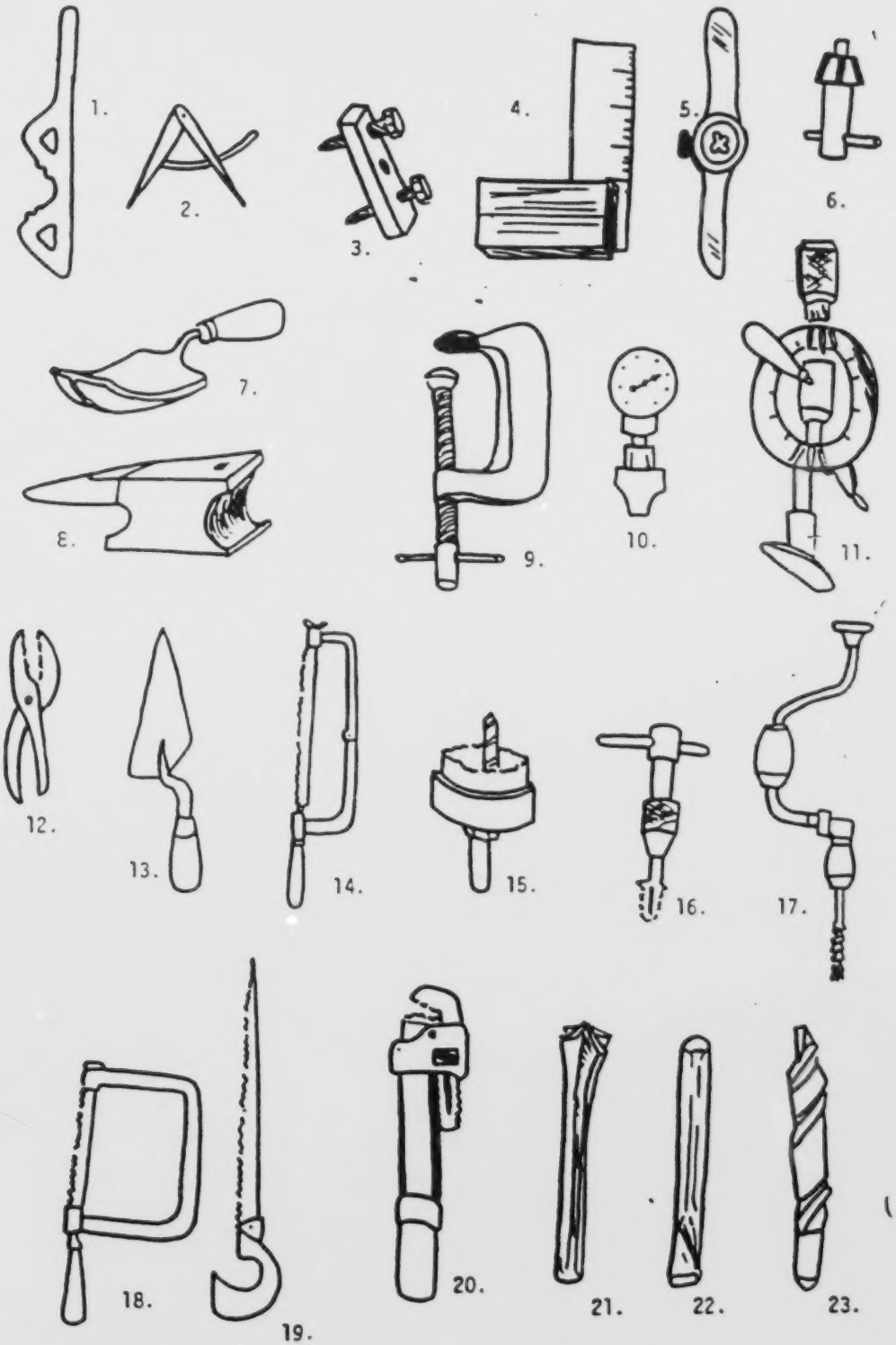
2. Play memory game with tools.

TOOLS OF THE TRADE: CONSTRUCTION

DIRECTIONS: In the spaces provided in the left margin, write the number of the tool's name. Items are pictured on the following page.

_____	A.	Anvil	_____	M.	Brace & bit
_____	B.	Hack saw	_____	N.	Hole saw
_____	C.	C-clamp	_____	O.	Twist drill bit
_____	D.	Compass/dividers	_____	P.	Pressure gauge
_____	E.	Groover	_____	Q.	Cold chisel
_____	F.	Trowel	_____	R.	Pliers
_____	G.	Copping saw	_____	S.	Tri-square
_____	H.	Pipe wrench	_____	T.	Die wrench
_____	I.	Breast drill	_____	U.	Wheel puller
_____	J.	Star drill	_____	V.	Fly wheel wrench
_____	K.	Tap wrench	_____	W.	Check key
_____	L.	Compass/Keyhole saw			

TOOLS OF THE TRADE: CONSTRUCTION



TOOLS OF THE TRADE: CONSTRUCTION

ANSWER KEY

1. fly wheel wrench
2. compass/dividers
3. wheel puller
4. tri-square
5. die wrench
6. chuck key
7. groover
8. anvil
9. c-clamp
10. pressure gauge
11. breast drill
12. pliers
13. trowel
14. hack saw
15. hole saw
16. tap wrench
17. brace & bit
18. copping saw
19. compass/keyhole saw
20. pipe wrench
21. star drill
22. cold chisel
23. twist drill bit

TOOLS OF THE TRADE: COOK - CHEF - PASTRY CHEF - SALAD CHEF

DIRECTIONS: In the spaces provided in the left margin, write the number of the small equipment item's name. Items are pictured on the following page.

_____ A. Timer

_____ B. Whisk

_____ C. Tongs

_____ D. Colander

_____ E. Wooden spoons

_____ F. Baster

_____ G. Pastry blender

_____ H. Pancake turner

_____ I. Waste basket

_____ J. Cooking fork

_____ K. Canisters

_____ L. Vegetable peeler

_____ M. Measuring spoons

_____ N. Dish drainer

_____ O. Rolling pin

_____ P. Grater

_____ Q. Slotted spatula

_____ R. Ladle

_____ S. Slotted spoon

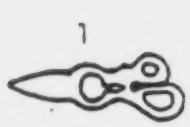
_____ T. Rubber spatula

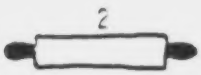
_____ U. Liquid measuring cup

_____ V. Pastry brush

_____ W. Kitchen Shears

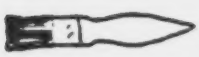
TOOLS OF THE TRADE: COOK - CHEF - PASTRY CHEF - SALAD CHEF


1


2

3

4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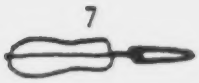
6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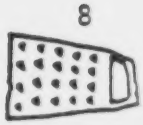
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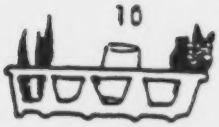
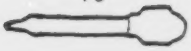
9

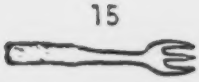

10

11

12


13

14

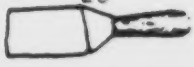

15

16

17

18

19


20

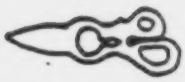
21

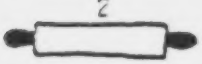
22

23

TOOLS OF THE TRADE: COOK - CHEF - PASTRY CHEF - SALAD CHEF

SELF-CHECK ANSWER KEY

1

kitchen shears

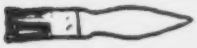
2

rolling pin

3

pastry blender

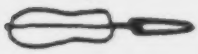
4

rubber spatula

5

pastry brush

6

canisters

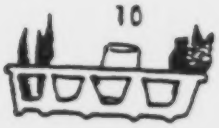
7

vegetable peeler

8

grater

9

colander

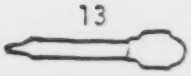
10

dish drainer

11

waste basket

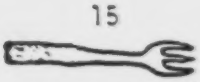
12

tongs

13

baster

14

ladle

15

cooking fork

16

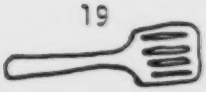
wooden spoons

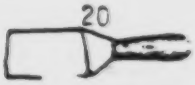
17

slotted spoon

18

wire wisk

19

slotted spatula

20

pancake turner

21

liquid measuring cup

22

measuring spoons

23

timer

TOOLS OF THE TRADE: HEALTH OCCUPATIONS

PART I

BACKGROUND:

Early in life we learn that certain items go together. We often see children playing a learning game in which they attempt to pair items which are normally found together, such as salt and pepper, shoes and socks, cup and saucer, etc.

In occupations we find certain tools that usually go together. In the activity below, you will find items used in the health occupations, items that usually go together.

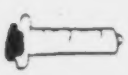
INSTRUCTIONS:

1. Below you will find two columns of "tools of the trade" for health occupations. Column I pictures a tool and Column II pictures the tool that usually is used with it. The pictures have been scrambled. You must find the matching picture.

2. In the space provided by the tool number in the left margin, write the letter of the tool in Column II which matches each tool in Column I.

Column I

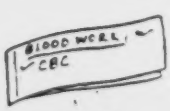
_____ 1.

_____ 2. 

_____ 3.

_____ 4.

_____ 5.

_____ 6. 

_____ 7.

_____ 8.

_____ 9.

_____ 10.

Column II

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

TOOLS OF THE TRADE: HEALTH OCCUPATIONS

PART II

INSTRUCTIONS:

In the spaces below write 10 health occupations and a tool/equipment each might use. You may use tools and equipment identified in the previous activity.

	OCCUPATION(S)	TOOLS/EQUIPMENT
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

PART III

Using the GOE, identify the Worker Trait Group Number for each occupation named above. List at least one related job title for each group.

TOOLS OF THE TRADE: HEALTH OCCUPATIONS

SELF-CHECK ANSWER KEY

1. C
2. G
3. F
4. J
5. E
6. H
7. B
8. I
9. A
10. D

TOOLS OF THE TRADE: CONSTRUCTION OCCUPATIONS

PART II

INSTRUCTIONS:

In the spaces below, write 14 construction occupations and a tool or piece of equipment each might use. You may use tools and equipment identified in the previous activity.

	OCCUPATION(S)	TOOLS/EQUIPMENT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

PART III

Using the GOE, identify the Worker Trait Group Number for each occupation named above. List at least one related job title for each group.

TOOLS OF THE TRADE: ENGINE PARTS

PART I

BACKGROUND:

Being able to recognize tools, equipment, and parts of equipment is one essential requirement in any job. Knowing how the tool or part is used is also important.

The following activity is related to the recognition of parts of an engine. Numerous Mechanical Interest Area jobs require the worker to have this knowledge. Persons in sales and purchasing jobs also need this knowledge, if their jobs deal with sale or purchase of any kind of engine(s).

INSTRUCTIONS

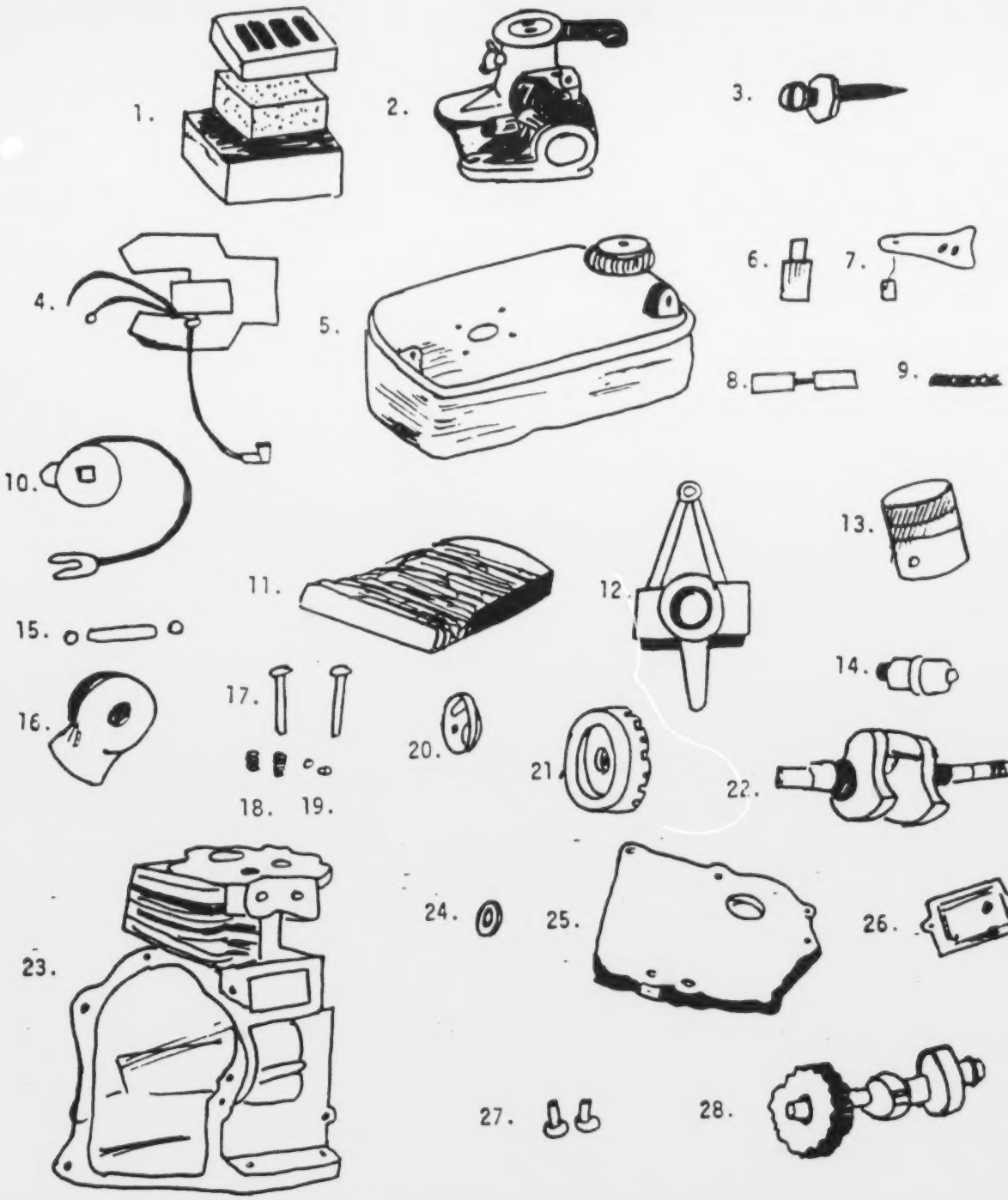
On the next page you will find pictures of parts of an engine. Each part is numbered. In the spaces provided below, write the name of the part in the space provided by its matching number.

ENGINE PARTS

A.	_____	K.	_____	U.	_____
B.	_____	L.	_____	V.	_____
C.	_____	M.	_____	W.	_____
D.	_____	N.	_____	X.	_____
E.	_____	O.	_____	Y.	_____
F.	_____	P.	_____	Z.	_____
G.	_____	Q.	_____	AA.	_____
H.	_____	R.	_____	BB.	_____
I.	_____	S.	_____		
J.	_____	T.	_____		

TOOLS OF THE TRADE: ENGINE PARTS

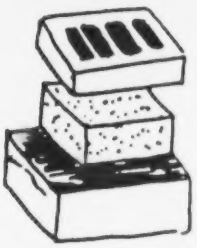
DIRECTIONS: Write the name of the part in the space provided on the previous page.



TOOLS OF THE TRADE: ENGINE PARTS

SELF-CHECK ANSWER KEY

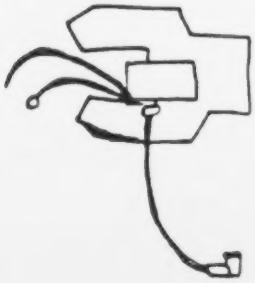
1. Air cleaner



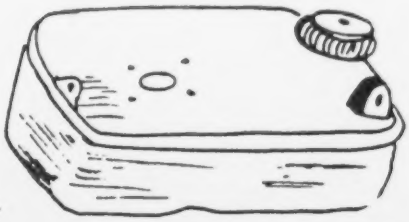
2. Carburetor

3. Air jet

4. Magneto coil as'sy



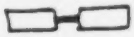
5. Fuel tank



6. Condenser

7. Point

8. Plunger

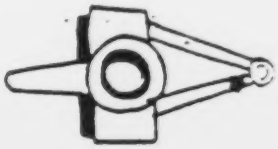


9. Spring (points

10. Magneto coil

11. Head

12. Rod assembly



13. Piston

14. Muffler

15. Wrist pin ass'sy

16. Shroud

17. Valves

18. Valve springs

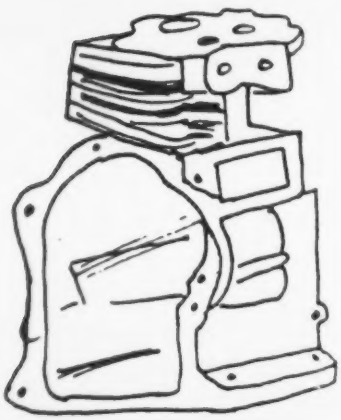
19. Valve spring retainers

20. Condenser-point cover

21 Flywheel

22. Crankshaft

23. Engine block



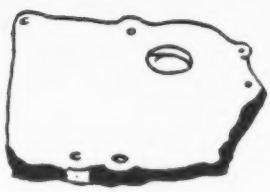
24. Oil seal

26. Valve cover

27. Valve lifters

28. Camshaft

25. Sump



TOOLS OF THE TRADE: PLUMBER

INSTRUCTIONS: Match the statement on the left to the tool it describes on the right of the page. Place your answer in the space provided in the left margin by the statement number.

_____ 1. Cutting a 7/8 inch hole in a brick wall

_____ 2. Tightening a water pipe coupling

_____ 3. Cutting a 1/2 inch stranded steel cable

_____ 4. Tightening a lock nut on a surface mounted outlet box

_____ 5. Doing scroll work on wood

_____ 6. Rounding a hole in sheet metal

_____ 7. Chipping off the corner of a brick

_____ 8. Making a hole in a door for a cylinder lock.

_____ 9. Making a hole to tap a thread in a steel block

TOOLS OF THE TRADE: PLUMBER

INSTRUCTIONS: Match the statement on the left to the tool it describes on the right of the page. Place your answer in the space provided in the left margin by the statement number.

____ 1. Cutting a 7/8 inch hole in a brick wall

____ 2. Tightening a water pipe coupling

____ 3. Cutting a 1/2 inch stranded steel cable

____ 4. Tightening a lock nut on a surface mounted outlet box

____ 5. Doing scroll work on wood

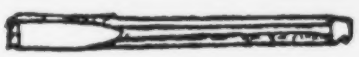
____ 6. Rounding a hole in sheet metal

____ 7. Chipping off the corner of a brick

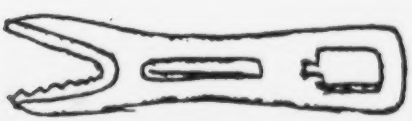
____ 8. Making a hole in a door for a cylinder lock.

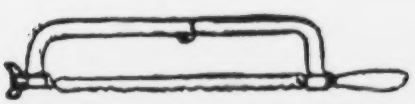
____ 9. Making a hole to tap a thread in a steel block

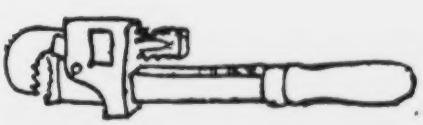
A

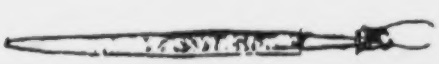
B 

C

D 

E 

F 

G 

H

I

TOOLS OF THE TRADE: PLUMBER

SELF-CHECK ANSWER KEY

1. C
2. F
3. E
4. D
5. H
6. G
7. B
8. I
9. A

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.06 Apply basic skills to job tasks.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Basic skills to job tasks A. Academic B. Operation of equipment	C1 1. Complete Education to Job Tasks worksheet activity. A1C1 2. Complete Basic Educational Occupational Skills poster activity. <u>Additional suggestions:</u> 1. Choose one subject: - Brainstorm skills used in that subject. - List careers which use those skills. - Draw a picture showing how skills learned in subjects may be used in careers. OR - Write a paragraph showing how skills learned in subjects may be used in careers.

RESOURCES

Worksheets: Education to Job Tasks
Basic Education/Occupational Skills
Education -- Job Tasks

EDUCATION--- JOB TASKS

(Use with Worker Trait Group Guide) - Work Performed, Worker Requirement Sections

Basic Education Skills

_____ 1. Express original ideas or interpret the ideas of others through writing

_____ 2. Know the rules of grammar and have a large vocabulary

_____ 3. Memorize dialogue

_____ 4. Speak clearly

_____ 5. Understand and apply concepts in math and science

_____ 6. Make and use graphs, charts, and maps to record data

_____ 7. Write clear reports

_____ 8. Use math skills to read and interpret information

_____ 9. Read and follow recipes

_____10. Follow (simple) instructions

_____11. Compute and record numerical data correctly

_____12. Analyze a variety of problems and make decisions daily

Job Tasks

A. Measure rainfall and river flow at metering stations

B. Act in a play or movie

C. Operate equipment in a water treatment plant

D. Write short stories, poems, novels, or plays

E. Study the stars and planets and their relationship to earth

F. Run the operations of a city government

G. Edit the writing of others

H. Tend a machine that mixes large batches of bread batter

I. Cook food in a hotel or restaurant

J. Announce circus acts

K. Investigate and arrest persons suspected of illegal sale or use of narcotics

L. Compute employees' wages and payroll deductions

Answer Key

D	1.	Write short stories, poems, novels or plays	pp. 2 & 3
G	2.	Edit the writing of others	pp. 2 & 3
B	3.	Act in a play or movie	pp. 14 & 15
J	4.	Announce circus acts	pp. 38 & 39
E	5.	Study the stars and planets and their relationsship to earth	pp. 50 & 51
A	6.	Measure rainfall and river flow at metering stations	pp. 68 & 69
K	7.	Investigate and arrest persons suspected of illegal sale or use of narcotics	pp. 102 & 103
C	8.	Operate equipment in a water treatment plant	pp. 146 & 147
I	9.	Cook food in a hotel or restaurant	pp. 170 & 171
H	10.	Tends a machine that mixes large batches of bread batter	pp. 208 & 209
L	11.	Compute employees' wages and payroll deductions	pp. 226 & 223
F	12.	Run the operations of a city government	pp. 348 & 349

How to explain #1 as an example:

- Read the Basic Skill =
  "Express original ideas or interpret the ideas of others"
- Look in column B to see if you can find a job task that relates to this skill.
  Write short stories, poems. novels, or plays would be the task

To check your answer, see p. 2 & 3 of the Worker Trait Group Guide.

*If the students are able to do more complicated research, you may ask for the page numbers and work trait group involved.

EDUCATION TO JOB TASKS

1. Divide class into small groups.
2. Provide each group with at least one copy of the Worker Trait Group Guide.
3. Explain that the skills students acquire in school will be used when they begin work.
4. Explain the list of basic education skills, and the list of job tasks handout.
5. Instruct the groups to read each skill and task carefully.
6. Give directions. (You may need to give the first as an example.)
7. Provide instructions on use of Worker Trait Group Guide.
8. Define basic education skills as "those skills, abilities, and interests that would help you succeed in a specific kind of work."
   Define job tasks as "those things you would do as a worker in this group."
9. Explain that some skills may seem to fit more than one task, but try to find one skill for each task.
10. Discuss groups' results.

BASIC EDUCATION/OCCUPATIONAL SKILLS

1. Divide class into groups.

2. Supply each group with poster paper, markers, old magazines, and glue, paste, stapler.

3. Instruct each group to list and use pictures/words to show skills they should have when they look for a job.

4. Allow each group to display their project. Discuss the skills they thought would help them prepare for work.

5. Display posters around the room and ask students to determine the most useful skills. Do any of the posters have the same skills listed?

6. Write the skills categories on the board.
   A. Basic Education
   B. Occupation Skills

7. Instruct students to analyze their list of skills and place these in one of the categories.

8. Give examples of how these skills will help.
   Example:
   Skill - Follow instructions
   Help - Fill out an application form

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.07 Follow instructions in completing job tasks.

TIME: 1 hour

OUTLINE		**STRATEGIES/ACTIVITIES**
Following instructions: A. Oral B. Written	A	A. Oral 1. Students participate in the "Big A" activity. 2. Students participate in "Drawing a Snowman" activity.
	C3P	B. Written 1. Students complete "It's Hot! A Recipe Reading Quiz." 2. Students complete "Cooking from Recipes." 3. Students complete "Following Directions" activity. 4. Students complete "Average Age" activity. 5. Students complete "Following Instructions - Making a Box" activity. 6. Students complete "Careful Now!" worksheet. 7. Students complete "Road Signs" activity. 8. Students complete "Signs Around Town" worksheet.

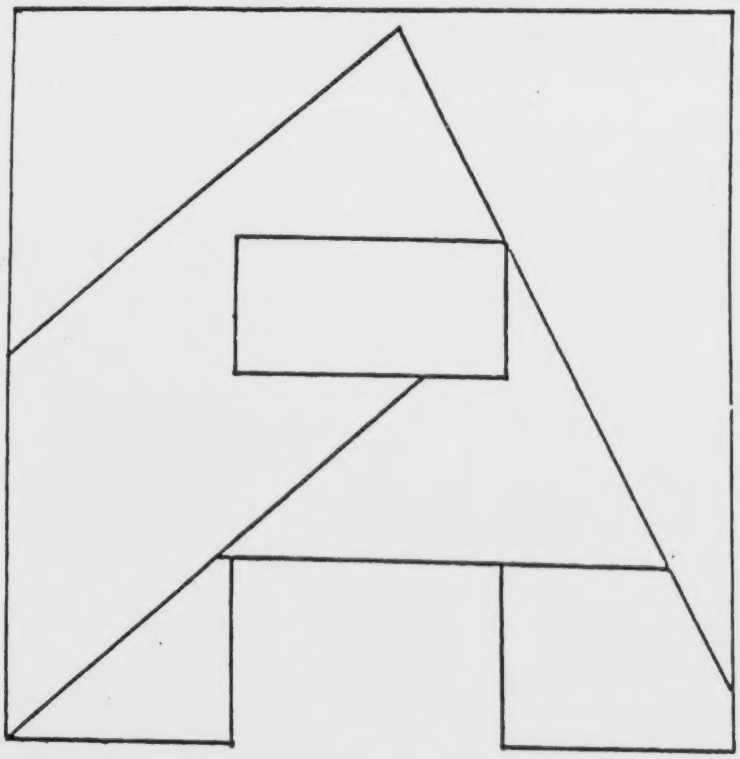
9. Students complete "Product Instructions" activity.
10. Students complete "Taking a Test" activity.

May review or pre-test or post-test with Unit Review.

RESOURCES

Worksheets:
- The Big A
- Drawing a Snowman
- It's Hot - A Recipe Reading Quiz
- Cooking from Recipes
- Following Directions
- Average Age
- Following Instructions - Making a Box
- Careful Now!
- Road Signs
- Signs Around Town
- Product Instructions
- Taking a Test
- Unit Review

THE BIG A



To the Teacher:

Make one copy of The Big A (above) for each class member. Use paper or cardboard that is the same color on both sides. Cut one half of the copies apart and put in envelopes (it is best if lines do not show on these copies).

Divide the class into pairs. Give one person in each pair an assembled A. Give the other person the envelope with the cut-up letters.

The person who has the intact letter gives directions to the other person for assembling the letter. The person who is assembling the letter should not see the intact letter. The person giving directions must use only words in communication--no pointing or touching the puzzle.

When most of the puzzles are assembled, discuss clarity of messages, feedback, and how accurately messages were received.

DRAWING A SNOWMAN

DESCRIPTION:

Draw the following figures on the board for proportion indicators in this exercise.

A small circle

A medium circle

A large

Two horizontal lines _____

_____

Three dots • • •

A small square

Read the following directions to the class. Allow time for completion of each step before going on to the next.

1. Draw a large circle on the lower quarter of your sheet of paper.
2. Draw the longer horizontal line directly under this circle so that the circle rests on the line.
3. Draw the medium circle on top of the large circle
4. Place one dot in the center of each circle.
5. Place one dot in between these two dots.
6. Draw the small circle on top of the medium circle.
7. Draw the small horizontal line on top of the small circle.
8. On the center of this line, draw the square.
9. What does this figure resemble?

DRAWING A SNOWMAN

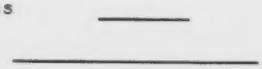
DESCRIPTION:

Draw the following figures on the board for proportion indicators in this exercise.

A small circle

A medium circle

A large

Two horizontal lines 

Three dots

A small square

Read the following directions to the class. Allow time for completion of each step before going on to the next.

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7. Draw the small horizontal line on top of the small circle.
8. On the center of this line, draw the square.
9. What does this figure resemble?

IT'S HOT!

A RECIPE READING QUIZ

Tex-Mex Chili

- 1 pound lean ground beef
- 1 cup chopped onion
- 1 cup chopped sweet green pepper
- 2 cloves garlic, minced
- 2 cans (10½ to 10¾ ounces each) condensed tomato soup
- 1 can (about 15 ounces) red kidney beans, undrained
- 2 tablespoons chili powder
- 1 tablespoon vinegar
- 6 tablespoons sour cream
- 6 tablespoons sliced green onions

1. In 4-quart Dutch oven over medium heat, cook ground beef, onion, green pepper, and garlic until meat is browned and vegetables are tender, stirring occasionally to break up meat. Pour off fat.

2. Stir in soup, kidney beans with their liquid, chili powder, and vinegar. Heat to boiling. Reduce heat to low, simmer uncovered for 30 minutes, stirring occasionally.

3. Ladle into bowls; top with sour cream and sliced green onions. Makes about 6½ cups, 6 servings.

DIRECTIONS: Read the recipe above and answer the questions below. We completed one to start you off.

1. Next to each ingredient below, write the preparation step you must finish before cooking.

a. Onion chop

b. Green pepper _____

c. Garlic _____

d. Green onions _____

2. Name three pieces of cooking equipment and/or tools you'll use to prepare and serve the recipe.

_____

_____

_____

3. Circle the letter of the last ingredient you add to the chili before it's heated to boiling.

a. Vinegar b. Kidney beans c. Soup

4. What two ingredients are not cooked in the chili?

_____

_____

5. How long should the chili simmer?

a. 10 minutes b. 30 minutes

c. 45 minutes

6. What's the stove setting at which the chili simmers?

a. Low b. Medium c. High

7. BONUS QUESTION: Why not just throw all the ingredients into the pot at once and boil? Give three reasons:

_____

_____

_____

_____

_____

Cooking From Recipes

READ the recipe below.
NOTICE the kinds of information.

Spaghetti Sauce

⅓ cup chopped onion
½ clove garlic, mashed
1½ tablespoons salad or olive oil
1 can (1 pound) tomatoes
1 can (6 ounces) tomato paste
½ cup water
1½ teaspons sugar
¾ teaspoon salt
½ to ¾ teaspoon oregano leaves
¼ teaspoon pepper
½ bay leaf

INGREDIENTS

In heavy pan cook onion and garlic in oil until crisp-tender but not brown. Put tomatoes through blender or cut with edge of spoon. Add tomatoes and remaining ingredients to onion and garlic. Simmer uncovered, stirring occasionally, for 1 hour. Remove bay leaf. Makes about 3 cups, or 2 to 4 servings.

DIRECTIONS

NUMBER OF PEOPLE IT SERVES

FROM A PACKAGE OF SPAGHETTI

WORDS AND MEANINGS

simmer—bring to a boil and cook over low heat

shortening—a solid fat used in baking, like butter or lard

preheat—heat oven before you use it

oregano—an herb (a plant leaf) used to give flavor in many Italian foods

sifted—passed through a sifter (a cup with screens on the bottom). This gets rid of lumps in flour and makes it fluffy. If you don't have a sifter, do this with a large strainer

QUESTIONS

1. You don't have the things below. Which should you get before making the spaghetti sauce?

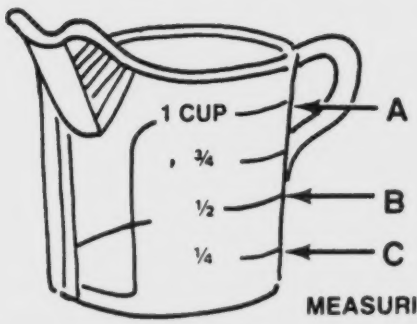
☐ oregano ☐ eggs

2. To make 6 cups of spaghetti sauce, double everything in the recipe. How many servings will 6 cups give?

☐ 2 to 4
☐ 4 to 8

3. In a recipe, 1 cup means 1 measuring cup. Which arrow shows how high to fill the cup with water for the spaghetti sauce?

☐ A ☐ B ☐ C



MEASURING CUP

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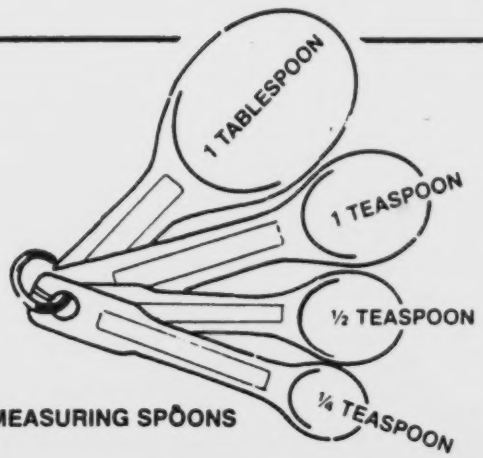
4. **tbsp** = tablespoon **tsp** = teaspoon

Which is bigger?

☐ 1 tbsp ☐ 1 tsp

5. Draw a circle around the spoon to be used to measure pepper for the sauce.



MEASURING SPOONS

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6. Which do you cook first?

☐ onion and garlic
☐ tomatoes and spices

7. Add the tomatoes, then cook the sauce over:

☐ low heat
☐ high heat

---

8. Read this cornbread recipe. When is the best time to light the oven?

☐ after everything is mixed
☐ before you start

9. Sifted flour is:

☐ light ☐ lumpy

10. Which can you use for the shortening in the cornbread?

☐ cream
☐ margarine

GOLDEN YELLOW CORNBREAD

1 cup Yellow Corn Meal	1 teaspon salt
1 cup sifted flour	¼ cup soft shortening
¼ cup sugar	1 cup milk
3 teaspoons baking powder	1 egg, beaten
	Preheat oven to 425 F.

Combine corn meal, flour, sugar, baking powder and salt in a bowl. Cut in shortening. Mix egg and milk together and add to dry ingredients with a few swift strokes. Bake in greased 9 x 9 x 2 inch pan for 20 to 25 minutes.

FROM A PACKAGE OF CORN MEAL

FOLLOWING DIRECTIONS

"Mr. Dermwood! You didn't follow directions. You put a SPRINGTAIL bolt on the furshluginer gasket. You should have used a WHATCHAMA-JIGGLE bolt! All the machines will fall apart!"

Dudley Dermwood goofed again. He needs to learn to follow directions, or he could lose his job. Following directions is important in many kinds of work.

HOW GOOD ARE YOU AT FOLLOWING DIRECTIONS?

Try this....

1. Read all of the following statements carefully before you do anything.
2. Write your name in the upper right-hand corner of this page.
3. Circle the word "name" in sentence two.
4. Draw five circles in the upper left-hand corner of your paper.
5. Draw a square around each circle.
6. Put an "X" in each circle.
7. Put a circle around each word in sentence 6.
8. Draw a triangle in the lower left-hand corner of your paper.
9. On the back of your paper multiply 5 X 20.
10. Underline the word "paper" in sentence 4.
11. Call out your name when you reach this point in the directions.
12. If you think you have followed the directions up to this point, call out, "I did."
13. Count out loud in your normal speaking voice fro 1 to 10.
14. Call out, "I am nearly finished. I followed all directions."
15. Now that you have finished reading carefully, do only sentences numbered 1 and 2.

AVERAGE AGE

This exercise can be used to introduce students to group-centered interaction. It is a low-threat activity with a high possiblity of success and yet it has all of the characteristics and procedures for helping students learn to organize themselves.

Divide the class into groups of eight to 10 students each. Give the groups the following directions. By working together, each group is to calculate the "average" age in years and months of its members. Each group must work together as a group and agree on one answer to report back to the class. When groups have found the answer, they should select a member to be the class reporter.

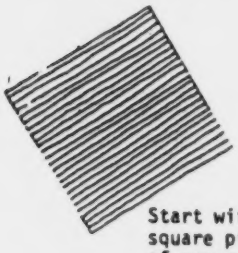
After the groups report their answers, check them and lead the class in a discussion of the process used to solve the problem. Ask questions such as: What problems did you have getting organized? What slowed the group down? Was a leader needed? Did anyone serve as leader? How was the leader chosen? What responsibilities did each group member have in solving this problem? How could the group solve the problem faster next time?

Conclude the questions by listing on the blackboard the conclusions the class comes to about working together on a group task.

FOLLOWING INSTRUCTIONS - MAKING A BOX

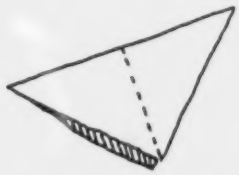
INSTRUCTIONS:

Use a square sheet of paper and follow the directions below. When you have finished, you should have a box. Try different types of paper, even wallpaper, for a variety of boxes.

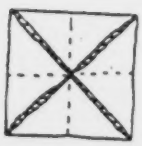


Start with a square piece of paper.

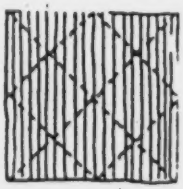
Crease it one way.



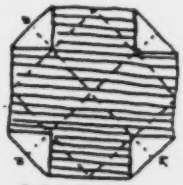
Crease it the other way.



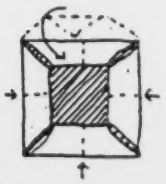
Fold all four points in to center.



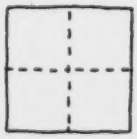
Open up again.



Fold in the points to the first fold line.



Fold in the sides where you just folded in the points--fold on the fold lines already there



Turn it over

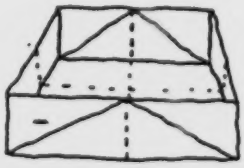
Fold right and left sides up so they meet in the center on top.

Lift those flaps up in the air.

Fold all four corners up and in

Tuck flaps to inside and flatten entire figure.

Open the center slot. Pull the two sides apart to form a box, sharpening folds as needed.



CAREFUL NOW!

Read the following directions carefully. Then follow them exactly.

1. Use a separate piece of paper for this activity.
2. Put the number 1 to 15 down the center of the page.
3. Print your first and last names to the left of 3.
4. Write today's date to the left of 6.
5. Write the month of your birthday to the right of 9.
6. Write your street address to the left of 1.
7. Write the name of the city you live in to the right of 4.
8. Put the year of your birth to the left of 5.
9. Write your height to the left of 7.
10. Write the color of your hair to the right of 10.
11. Print the name of the state you live in to the right of 2.
12. Write whether you are male or female to the left of 8.
13. Print the name of your school to the right of 11.
14. Put your zip code to the right of 12.
15. Print the color of your eyes to the left of 15.
16. Write your middle name to the right of 13. (If you have no middle name, write "NMI" for "no middle name.")
17. Put the time you finished this activity to the left of 14.

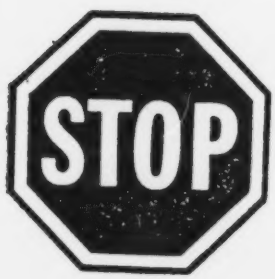
(Details of answers will vary.)

Street address (written)	1	
	2	State
First and last names	3	
	4	City (written)
Year of birth	5	
Today's date (written)	6	
Height (written)	7	
Male or female (written)	8	
	9	Month of birth (written)
	10	Hair color (written)
	11	School
	12	Zip code
	13	Middle name (written) or NMI
Time now	14	
Eye color	15	

510

Road Signs

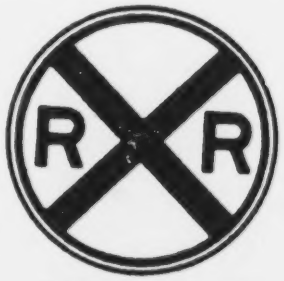
READ Road Signs to stay out of danger.
NOTICE that different kinds of signs have different shapes.



STOP

WARNING

INFORMATION



RAILROAD AND
OTHER SPECIAL SIGNS

WORDS AND MEANINGS

merge—two lanes of traffic must squeeze into one lane

intersection—place where two roads cross

detour—another road to take when the regular one has something wrong with it

pedestrian—person who is walking

proceed—go on ahead

caution—being careful

construction—road work or work on a building

prohibited—you are not allowed to do it

QUESTIONS

1. A sign with 8 sides always means:
   ☐ slow ☐ stop

2. A sign tells you **DANGER FALLING ROCKS.** Which shape should it have?
   ☐ ☐

3. The sign with the abbreviation for railroad warns that trains might cross. What is the abbreviation?
   ☐ **RA** ☐ **RD** ☐ **RR**

4. **PROCEED WITH CAUTION** means:
   ☐ go carefully
   ☐ stop

5. The road is all torn up for repairs. Which sign would you see?

☐ 1 ☐ 2

6. Cars go very fast on this highway. There is no safe place to walk. Which sign would you see?

☐ 2 ☐ 3 ☐ 4

7. A hill makes it hard to see where Ox Road crosses Fox Road. Which sign would you see?

☐ 1 ☐ 2 ☐ 3

8. Which sign tells you to start looking for a chance to pull into the left lane?

☐ 2 ☐ 3 ☐ 5

9. Which sign tells you not to take the usual road?

☐ 3 ☐ 4 ☐ 5

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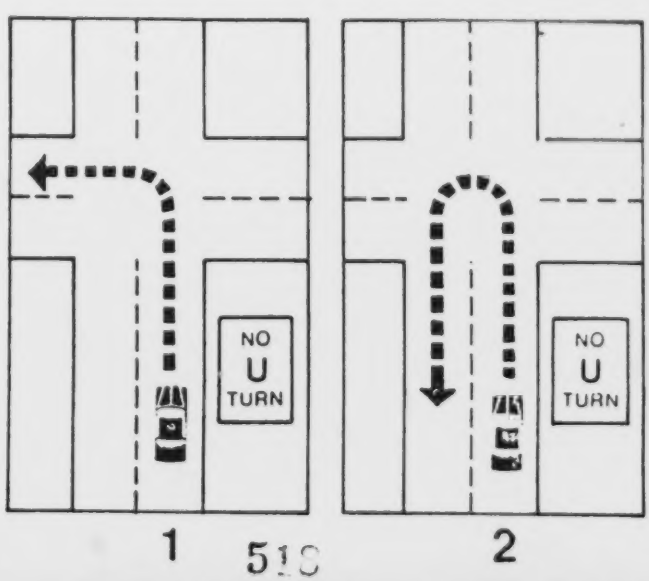
10. The arrows show where the cars are going. Which picture shows the driver obeying the sign?

☐ 1 ☐ 2



Signs Around Town

WORDS AND MEANINGS

standing—sitting in a car with the motor running

littering—throwing stuff away instead of putting it in a trash can

authorized—with permission

vehicles—cars, trucks, etc.

trespassing—going into a place where you are not allowed

prohibited—not allowed

loading zone—spot reserved for trucks and vans

flammable—catches on fire easily

intersection—crossroads

QUESTIONS

1. Which sign tells you not to stop even if you stay in your car?
   ☐ 1 ☐ 2 ☐ 3

2. Which sign is likely to be on a gasoline truck?

3. ☐ 4 ☐ 5 ☐ 6

   Which sign warns you not to throw a paper cup on the street?
   ☐ 4 ☐ 5 ☐ 6

4. You see Sign 4 in a corner of a parking lot. Can you park there?
   ☐ yes ☐ no

5. Which sign warns you against parking where vans make their pickups and deliveries?
   ☐ 1 ☐ 2 ☐ 3

6. When can't you park next to Sign 1?
   ☐ 1 PM Thursday
   ☐ 6 PM Thursday
   ☐ 9 AM Monday

1

2

3

4

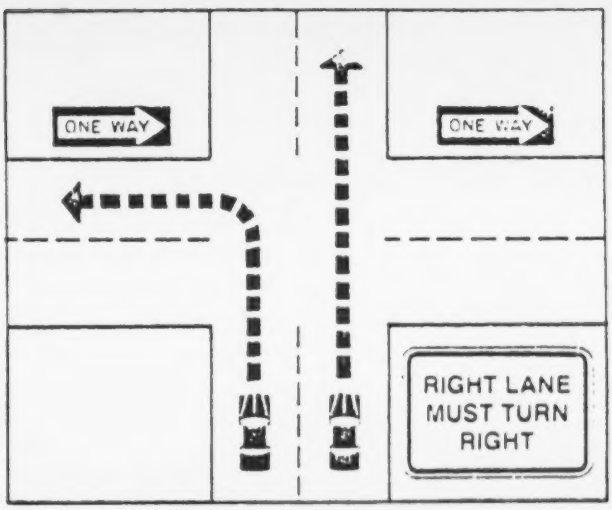
5

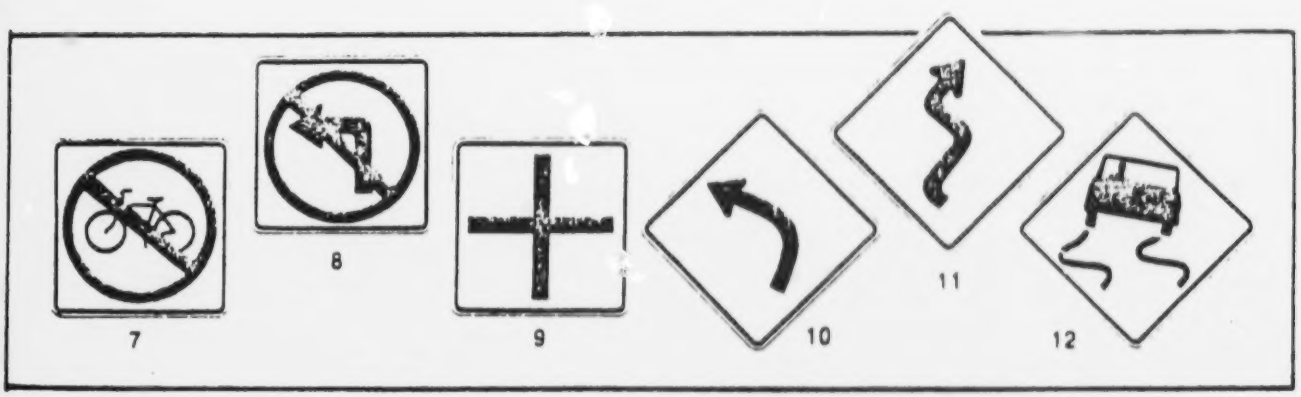
6

BEST COPY AVAILABLE

7. Is the car in the left lane obeying the signs?
   ☐ yes ☐ no

8. Is the car in the right lane obeying the signs?
   ☐ yes ☐ no





9. The line through the bicycle in Sign 7 tells you not to ride a bicycle. What does sign 8 mean?
   ☐ left turn only
   ☐ no left turn
   ☐ no turns

10. What does Sign 9 tell you?
   ☐ curve ahead
   ☐ intersection ahead
   ☐ no turns

11. What does Sign 10 warn you about?
   ☐ intersection
   ☐ road curves left
   ☐ road curves right

12. What does Sign 11 mean?
   ☐ bumpy road
   ☐ straight road
   ☐ winding road

13. Sign 12 tells you if the road is wet, it may be:
   ☐ closed
   ☐ flooded
   ☐ slippery

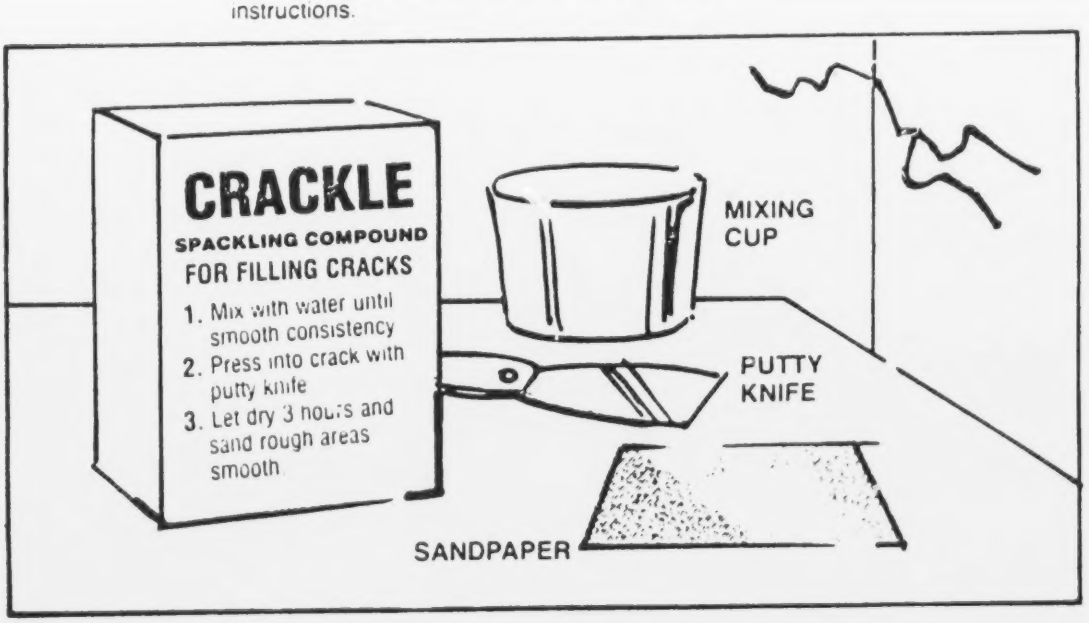
Product Instructions

Instructions on how to use a product are often printed on a box label or in a separate owner's manual.

You should read the instructions from start to finish before you use the product. Be sure you:

1. Understand each step.
2. Understand the order (what to do first, second, etc.)
3. Have everything you need.

READ the box label below until you understand the instructions.



WORDS AND MEANINGS

consistency—thickness of a mixture

excess—extra

spackling compound—a powder made of plaster, glue, and rock dust and used to fix cracks.

owner's manual—a booklet that comes with something you buy and tells you how to use it

QUESTIONS

1. What don't you need to fill in the crack with Crackle?
   - ☐ something to mix it in
   - ☐ screwdriver
   - ☐ sandpaper
   - ☐ putty knife

2. Luis Campos never used Crackle before. He has no idea of how much water to add. What should he do?
   - ☐ mix in a little water at a time until all lumps disappear
   - ☐ add a lot of water and see what happens

3. You bought this Fast-Fix Epoxy to fix a broken bowl. What don't you need?
   - ☐ a pin
   - ☐ sandpaper
   - ☐ something to mix it on
   - ☐ something to mix it with

4. Ada squeezed out 2 inches of epoxy and 1 inch of hardener. What should she do next?
   - ☐ mix the two
   - ☐ squeeze out more epoxy
   - ☐ squeeze out more hardener

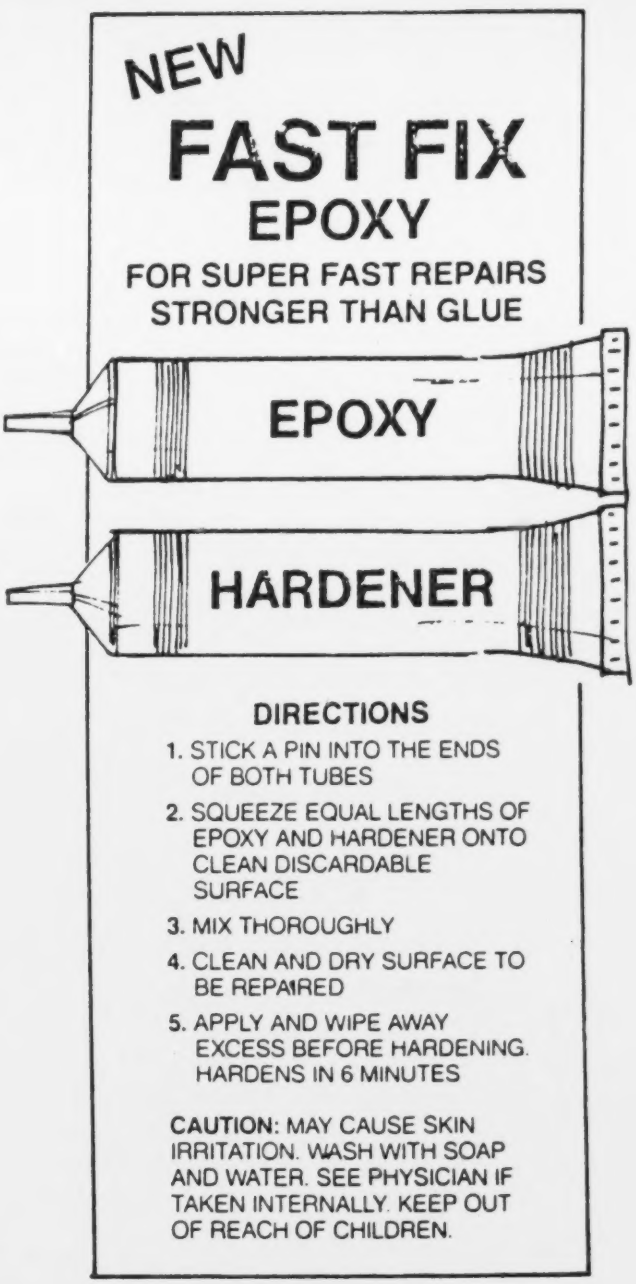
5. What is the step <u>after</u> squeezing out equal lengths from each tube?
   - ☐ mixing hardener and epoxy
   - ☐ putting epoxy on bowl

6. You put the pieces of the bowl together. There are some blobs of epoxy on the bowl. What should you do?
   - ☐ let them dry
   - ☐ wipe them away

7. You got a little epoxy on your hands. What should you do?
   - ☐ call a doctor
   - ☐ wash with soap and water

8. You have a new car. You want to find out how often to change the oil. Where should you look?

   In the _____
   (fill in blank)


NEW
FAST FIX
EPOXY
FOR SUPER FAST REPAIRS
STRONGER THAN GLUE
EPOXY
HARDENER
DIRECTIONS
1. STICK A PIN INTO THE ENDS OF BOTH TUBES
2. SQUEEZE EQUAL LENGTHS OF EPOXY AND HARDENER ONTO CLEAN DISCARDABLE SURFACE
3. MIX THOROUGHLY
4. CLEAN AND DRY SURFACE TO BE REPAIRED
5. APPLY AND WIPE AWAY EXCESS BEFORE HARDENING. HARDENS IN 6 MINUTES
CAUTION: MAY CAUSE SKIN IRRITATION. WASH WITH SOAP AND WATER. SEE PHYSICIAN IF TAKEN INTERNALLY. KEEP OUT OF REACH OF CHILDREN.

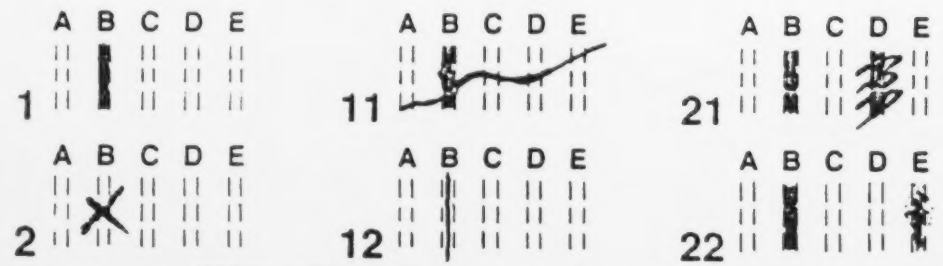
Taking A Test

Many tests are graded by machines.
Machines think stray pencil marks are mistakes.
On the Answer Sheet below, only Answer 1 would be read correctly by the machine.

ANSWER SHEET

DIRECTIONS

1. MAKE ONLY ONE MARK TO ANSWER ONE ITEM. ERASE ALL MISTAKES COMPLETELY.
2. ERASE ALL STRAY PENCIL MARKS
3. EACH MARK MUST COMPLETELY FILL THE SPACE BETWEEN THE DOTTED LINES.



WORDS AND MEANINGS

preceding—just before
glossy—shiny
position—job
initial—first letter of a name

QUESTIONS

1. Find Answer 2 above. Which direction on the answer sheet was not followed? (Choose one of the numbered directions on the sheet.)
   ☐ 1 ☐ 2 ☐ 3
2. Find Answer 11. Which direction was not followed?
   ☐ 1 ☐ 2 ☐ 3
3. Find Answer 12. Which direction was not followed?
   ☐ 1 ☐ 2 ☐ 3
4. Find Answers 21 and 22. Which direction was not followed?
   ☐ 1 ☐ 2 ☐ 3

5. Write your name on the Answer Sheet at the bottom of this page. Be careful which name you put first.

6. Fill in today's date on the Answer Sheet. The test is for a job as a clerk/typist. Fill that in.

Answer Questions 7 and 8 on the Answer Sheet below.

7. DIRECTIONS —TEST QUESTION 27

In the sentence below, choose the letter preceding the word that most nearly matches the meaning of the underlined word. Mark the space under that letter on the Answer Sheet. Be sure you are in the right place for Answer 27.

Lions are giant cats.

A. animals
B. big
C. scary
D. small
E. ugly

8. DIRECTIONS —TEST QUESTION 28

In the problem below, mark the answer with the same letter as the correct answer if the correct answer is given. If it is not given, fill in the space under the E on the Answer Sheet. Be sure you are in the right place for Answer 28.

50¢ plus 5¢ equals:

A. 1¢
B. $5
C. $10
D. $100
E. none of the above

ANSWER SHEET

TEST NO. 26-18-N NAME: _____ _____ _____
LAST FIRST INITIAL

DATE _____ POSITION _____

MAKE ONLY ONE MARK FOR EACH ANSWER. MAKE GLOSSY BLACK MARKS

	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E		A	B	C	D	E
1						26						51						76					
2						27						52						77					
3						28						53						78					
4						29						54						79					
5						30						55						80					

Unit Review

1. **Merge Right** means
   - ☐ follow the road as it curves right
   - ☐ move into the right lane
   - ☐ turn right

2. An example of **shortening** is
   - ☐ butter
   - ☐ eggs
   - ☐ flour

3. **Detour** means
   - ☐ be careful of road work
   - ☐ move into another lane
   - ☐ take a different road

4. **Tbsp** means
   - ☐ tables
   - ☐ tablespoon
   - ☐ teaspoon

5. **Vehicles Prohibited** means
   - ☐ drive this way
   - ☐ do not walk here
   - ☐ do not drive here

6. The page **preceding** page 22 is
   - ☐ page 21
   - ☐ page 22
   - ☐ page 23

7. **Proceed With Caution** means
   - ☐ go ahead carefully
   - ☐ speed up
   - ☐ stop

8. James Anthony Rocco's middle **initial** is
   - ☐ A
   - ☐ Anthony
   - ☐ Tony

9. When you apply for a **position** it means you're
   - ☐ asking for a job
   - ☐ asking a question
   - ☐ trying to get in line

10. **Excess** water is water that is
    - ☐ inside
    - ☐ outside
    - ☐ too much

11. **Simmer** means
    - ☐ bake at high heat
    - ☐ cook in liquid over low heat
    - ☐ fry at medium heat

12. Which is the largest measure?
    - ☐ cup
    - ☐ tablespoon
    - ☐ teaspoon

13. **Intersection** means
    - ☐ dangerous road over train tracks
    - ☐ road curving
    - ☐ roads crossing

14. **No Trespassing** means
    - ☐ don't apply there
    - ☐ don't enter there
    - ☐ don't throw things there

15. **Sifting** flour means
    - ☐ heating it gently over low heat
    - ☐ packing it down tight
    - ☐ shaking it through a large strainer

16. **Preheat** oven means
    - ☐ do not heat oven
    - ☐ heat oven before putting food in
    - ☐ put food in, then turn on oven

17. A **pedestrian** is
    - ☐ a driver
    - ☐ a passenger
    - ☐ a walker

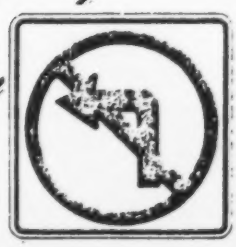
Answer Questions 18-24 by looking at the signs.

1

2

3

4


5

6.

7

18. Which sign can you park next to at 4PM Saturday?
- ☐ Sign 1
- ☐ Sign 2
- ☐ neither of the above

19. Can you sit in your car next to Sign 1 and wait for a friend?
- ☐ yes ☐ no

20. Which sign tells you not to turn left?
- ☐ Sign 3 ☐ Sign 4 ☐ Sign 5

21. Which sign tells you the road curves a lot?
- ☐ Sign 3 ☐ Sign 4 ☐ Sign 5

22. Which sign tells you there is an intersection ahead?
- ☐ Sign 4 ☐ Sign 5 ☐ Sign 6

23. What does Sign 6 mean?

_____

24. What does Sign 7 mean?
- ☐ you can't drive there
- ☐ you can't walk there
- ☐ you can't throw anything away there

Read the recipe to answer Questions 25-28.

25. What is the first step in baking Oatmeal Raisin cookies?
- ☐ light the oven
- ☐ mix shortening and sugar, eggs and vanilla
- ☐ sift flour with other ingredients

26. How much salt do you need?
- ☐ 1/2 tsp ☐ 1 tsp ☐ 1 tbsp

27. Which does not get sifted in with the flour?
- ☐ baking soda
- ☐ salt
- ☐ sugar

28. After you beat the shortening, sugar, eggs, and vanilla until fluffy, what do you do next?
- ☐ add raisins
- ☐ add flour mixture and oats
- ☐ spoon mixture onto cookie sheets

OATMEAL-RAISIN COOKIES

1-1/2 cups sifted all-purpose flour
1 teaspoon baking soda
1 teaspoon salt
1 cup shortening
1 cup granulated sugar
1 cup light brown sugar, firmly packed
2 eggs
1 teaspoon vanilla extract
3 cups raw, quick-cooking oats
1 cup seedless raisins

1. Preheat oven to 375F. Lightly grease cookie sheets.
2. Sift flour, baking soda, and salt.
3. In a large bowl, with electoc mixer at medium speed, or wooden spoon, beat shortening, sugars, eggs, and vanilla until light and fluffy.
4. Add flour mixture and oats; beat with wooden spoon until well blended. Stir in raisins.
5. With hands, roll into balls, using a slightly rounded tablespoonful for each. Place, 2 inches apart, on prepared cookie sheets.
6. Bake 12 to 14 minutes, or until golden brown. Let stand 1 minute, then remove to wire rack; cool. Makes about 2-1/2 dozen.

Read the instructions to the right, for using a glass cutter. Then answer Questions 29-30.

29. Katerina wants to cut a piece of glass to fix a broken window. What should she do after she cleans the glass?

- ☐ lay it on a table
- ☐ lay it on a table, but raise one end a little
- ☐ stand it on end

30. The glass cutter does not cut clear through the glass. It only scratches it. After you cut a scratch into the glass, what is the next step?

- ☐ break the glass right away by bending it
- ☐ cut a second scratch into the glass
- ☐ turn the glass over and cut a scratch on the other side

TO CUT GLASS EASILY

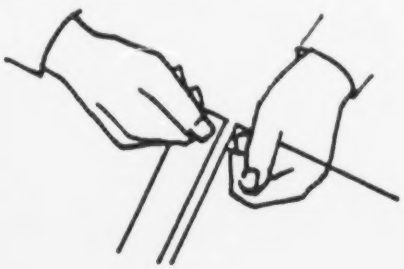
Wipe glass clean. Lay glass on flat surface. Dip wheel in light oil. Hold cutter upright between first and second fingers.

cutting wheel

To get feel, make practice cuts on scrap glass. Use a straight edge and start cut 1/16 inch from farthest edge.

Avoid excessive pressure.

Draw cutter across pane with a firm continuous stroke. Allow wheel to drop off edge of pane. Break glass immediately by holding glass between the first finger and thumb of both hands and giving the glass a slight bend.



Answer the question below on the Answer Sheet at the bottom of this page.

31. Fill out the top part of the Answer Sheet. Print your own name and use today's date. The job you are trying to get is fire fighter. Fill this in on the Answer Sheet.

Read the Directions below and answer the question.

DIRECTIONS: Read the beginning of the sentence below. Pay close attention to the underlined word. Choose the word that best completes the sentence. Notice the letter next to that word, and mark the space under that letter on the Answer Sheet. Be sure you find Answer 1.

QUESTION 1

An apple is a

A book
B dog
C fruit
D orange
E tool

ANSWER SHEET

TEST NO. 402 NAME: _____ (LAST / FIRST / INITIAL)

DATE _____ POSITION _____

MAKE ONLY ONE MARK FOR EACH ANSWER. MAKE GLOSSY BLACK MARKS.

	A	B	C	D	E
1					
26					
51					
76					

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.08 Explain the importance of interpersonal relationship skills and teamwork.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Interpersonal relationship skills and teamwork A. Home B. School C. Community D. Workplace	C2 1. Discuss the importance of interpersonal skills at home, in school, in your community, and on your job. C3P Read Chapter 10, Career Skills. A 2. Participate in each activity: A. Around the Clock Mixer B. Interpersonal Relationships C. Computer Card Structure D. Cooperation Game

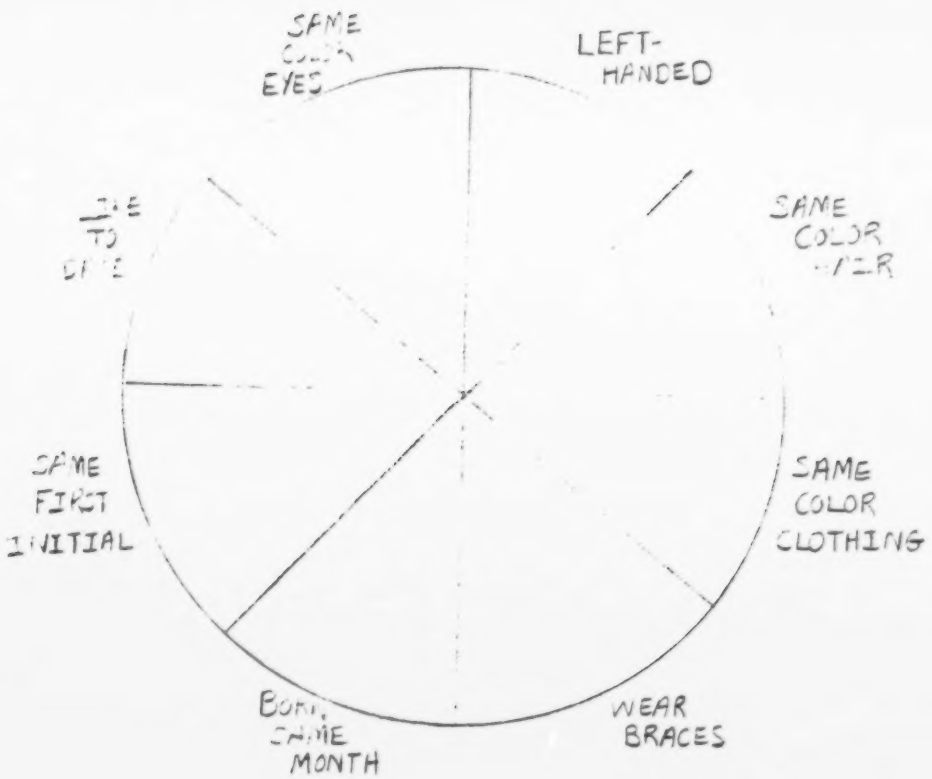
RESOURCES

Career Skills
Worksheets: Around the Clock Mixer
Interpersonal Relationships
Computer Card Structure
Cooperation Game

Name: _____

School: _____

Around the Clock Mixer



DIRECTIONS: Divide the class into groups. Give each group one copy of this sheet. Let group find answers on their own. Have one person from each group put information on a large circle on the blackboard.

Name: _____

Class: _____

INTERPERSONAL RELATIONSHIPS

1. What do your friends do or say that make you feel good?

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

2. What do your friends do or say that make you feel angry?

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

3. What are some things which others say or do that make you want to be helpful?

   a. _____ c. _____

   b. _____ d. _____

4. What are some things which others do or say that prevent you from being cooperative or helpful?

   a. _____ c. _____

   b. _____ d. _____

5. Think of the person you most enjoy working with. What is it about the person that makes you want to work with him/her?

6. Think of the persons you least enjoy working with. What is it about them that makes you cringe when you think you will have to work with them?

ACTIVITY: Computer Card Structure

DESCRIPTION:

Divide students into small groups (3 or 4 per group). Give each group a stack of key punch cards.

Give the following directions:

1) Each group will find an area to work. Each group must stay together.

2) Each group will try to build the highest or widest structure.

3) There will be absolutely no talking. (If someone in the group talks the teacher/group leader will tear down the structure - must communicate through body language, etc.)

4) The structures cannot be popped against a wall or other structure. Must be free standing.

5) Cards cannot be bent or folded.

6) Everyone in the group must participate. Structure will be disqualified if everyone in the group doesn't participate.

7) You will have _____ minutes to complete your structure. You must continue to work until time is up.

8) If structure falls - rebuild.

Ask if there are any questions. May give the group a few minutes to discuss plan of action.

A prize (candy, gum, cookie, etc.) may be awarded to the winning group.

Pictures taken of the groups create interest.

SAMPLE DISCUSSION QUESTIONS:

1. Why did we build a structure?
2. What did you learn?
3. Can you communicate without words?
4. Why do we need each other?
5. Were some students more skilled than others?
6. Why should one keep on trying?
7. Why do we have rules and laws?

RESOURCES NEEDED:

1. A box of key punch cards (your business lab teacher should have these)
2. Large tables are preferred - may use floor space.

Cooperation Game

PROCEDURE:

1. Before class, prepare a puzzle set for every five students who will want to participate (directions follow).

2. Begin by asking what cooperation means.
   List on the board some of the requirements for cooperation with a group.
   Examples:
   - Everyone has to understand the situation.
   - Everyone needs to believe that he/she can help.
   - Instructions need to be clear.
   - Everyone must consider the other people involved as well as himself/herself.
   - Describe the activity as a puzzle that can only be solved by using cooperation.

3. Divide the class into groups of five; then seat each group at a table equipped with a set of envelopes. Tell the players they may choose an envelope but may not open it until given a signal. Odd number students may serve as monitors or observers.

4. Explain the following INSTRUCTIONS and then read aloud the rules.

INSTRUCTIONS:

Each player has an envelope containing pieces for forming squares. At a signal, everyone opens the envelope. The five people at each table begin trying to make five squares of equal size. The game is not complete until everyone at the table has a perfect square and all squares are the same size.

RULES:

- No player may speak.
- No player may ask for a card or in any way signal that they want one.
- Players may give cards to other players.
- Monitors may not speak to or signal players.

5. Give the signal to open the envelopes.

6. When all or most of the groups have finished, call time and discuss the experience.

RESOURCES NEEDED:

Set of five squares and instruction sheet for each five participants.
Table for each five participants.
Stiff paper to prepare squares.
Envelopes to hold puzzle pieces.

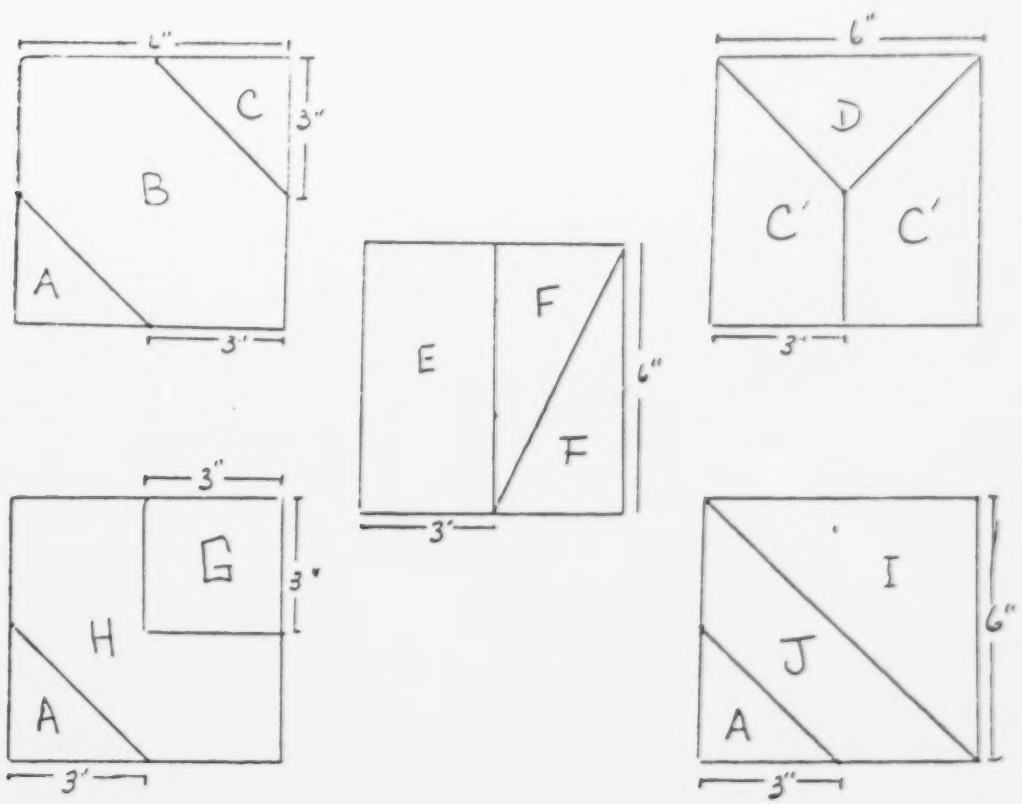
DIRECTIONS FOR PUZZLE PREPARATION:

A puzzle consists of five envelopes, each containing three pieces of stiff paper cut into distinctive shapes. When properly arranged, the pieces will form five 6" X 6" squares. There are other possible combinations which will form one or two squares; but only one arrangement will make five squares of equal size, as shown in the diagrams below.

Number the five envelopes from one through five. Draw five 6" squares and their divisions. Lightly pencil in the small letters as noted below. Cut out the squares. Cut the fifteen pieces and separate into five groups, each to be placed in an envelope, as follows:

1. E, H, I.
2. A, A, A.
3. C, D, F.
4. B, G, J.
5. C', C', F.

Erase penciled letters and replace with inked numbers showing in which envelope the pieces belong. Place puzzle pieces in envelopes.



Source: This game was reprinted courtesy of NTL Institute, Arlington, Va.

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.09 Demonstrate problem-solving skills.

TIME: .5 hour

OUTLINE		STRATEGIES/ACTIVITIES
Problem-solving skills		
A. Oral	C3P A.	Oral (students complete each activity): 1. E.T. to the Rescue 2. C.R.E.A.T.E. 3. Rhyming Couplets
B. Written	C3P B.	Written (students complete each activity): 1. Problem-solving style 2. Examine Your Perception 3. Developing a Creative Attitude
C. Hands-on	C3 P,A C.	Hands-on (students complete each activity): 1. Civil Engineer/Construction Worker 2. Paper platform
	C3 P,A D.	Group (students actively participate in): Incinerator Simulation

RESOURCES

Worksheets:

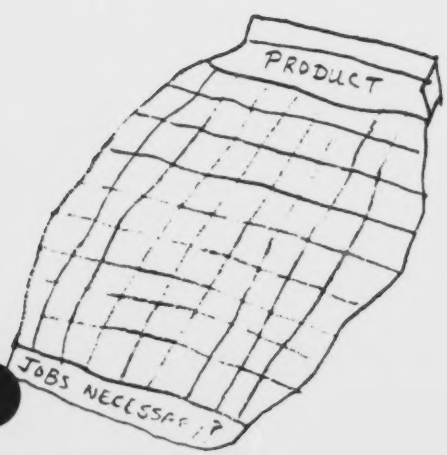
- E.T. to the Rescue
- Who Makes a Product
- C.R.E.A.T.E.
- Rhyming Couplets
- Problem-solving Style
- Examine Your Perception
- Developing a Creative Attitude
- Civil Engineer/Construction Worker
- Paper Platform
- Incinerator Simulation

E.T. to the Rescue!

Ask the students to pretend that a great flood is going to cover the earth and destroy all people. ET is coming. He can save 10 people. These people to be saved must have occupations vital to the new earth. List the ten occupations. Have each student read his list to the class. Have student volunteer list occupations on the board. Take a student vote to select the 10 most important.

Who makes a Product ?

Have students think of a product.
Ask class to describe all the jobs necessary to manufacture and merchandise the product.



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C.R.E.A.T.E. Creativity Remains Exciting and Teaches Effectively

Name _____ Class _____

Directions: The purpose of this exercise is to help you to create from what exists. As you progress through the exercise, your quantity and quality of responses should increase. To do this exercise you should attempt to write as many sentences as you can using the leters of each of the given words.

Examples: **FOIL** —**F**ree **o**il **i**s **l**ikely; **F**unny **o**ld **I**sadore **l**aughed; etc.

CHAIR — **C**hurches **h**ave **a**n **I**ndisputable **r**esponsibility; **C**huck **h**as **a**n **I**ndian **r**ifle.

MAP — **M**atts **a**re **p**orous; **M**ilitia **a**re **p**repared; etc.

Now, try these. You will find some possible examples on the back.

1. SAD _____
2. LIP _____
3. TEN _____
4. CANE _____
5. MIST _____
6. TAPE _____
7. FIRST _____
8. WHALE _____
9. BIRTH _____
10. GROWTH _____

Rhyming Couplets Answers

1. Nickle Pickle
2. Torn Horn
3. Cracker Packer
4. Damp Tramp
5. Mouse House
6. Fat Cat
7. Paper Caper
8. Mock Clock
9. Toy Boy
10. Mountain Fountain
11. Book Nook
12. Drink Rink
13. Fan Van
14. Late Date
15. Muck Truck
16. Cheap Sleep
17. Tree Bee
18. Rug Bug
19. Tot Cot
20. Tike Bike

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Educational Media

Rhyming Couplets

Box 21311 Minneapolis, MN 55421 Name _____ Class _____

Directions: Rhyming couplets is a way of enhancing spontaneous thinking, association of ideas and expansion of thought — all of which help develop your creative potential. This exercise will stretch your imagination and it is fun to do. Below you will find a series of descriptive phrases. In the space provided write two rhyming words which have the same meaning as the phrase. Each word in your rhyming couplet should have the same number of syllables.

Examples:	Phrase	Rhyming Couplet
	Candy on a chair	sweet seat - 1 syllable
	An angry boy	mad lad - 1 syllable
	A humorous rabbit	funny bunny - 2 syllables

Now try these. You will find the answers on the back.

1. A cucumber for 5 cents _____
2. A tuba with a hole in it _____
3. A person who puts saltines in a box _____
4. A rain soaked bum _____
5. The home of a rodent _____
6. An overweight feline _____
7. A crime done with a newspaper _____
8. A fake watch _____
9. A male doll _____
10. A drinking apparatus in the Rockies _____
11. A corner for keeping reading material _____
12. A circular area in which liquid refreshments are served _____
13. A truck for carying supporters of an athletic event. _____
14. Not getting to an appointment on time _____
15. A vehicle for carrying muddy soil _____
16. A budget motel _____
17. An insect living in a Maple _____
18. An insect living in a carpet _____
19. A child's bed _____
20. A child's means of transportation _____

CREATE Examples

1. SAD - Steaks Are Delicious.
2. LIP - Love Is Precious.
3. TEN - Tape Everything New.
4. CANE - Cars Are Never Efficient.
5. MIST - Most Involved Some Tragedy.
6. TAPE - That's A Pleasurable Encounter.
7. FIRST - Free Individuals Really Satisfy Themselves
8. WHALE - Walking Home Alone Looks Enjoyable.
9. BIRTH - Being In Russia Thrills Him.
10. GROWTH - Growth Really Occurs When Thinking Happens

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Problem Solving Style

Name _____ Class _____

Directions: The purpose of this questionnaire is to provide you an opportunity to assess your problem solving style. For each of the following situations, choose the statement which most closely fits the manner in which you would respond. Check the statement which most closely describes how you might react. There are no right or wrong answers. Sometimes all three alternatives might be consistent with your behavior.

1. When faced with finding a solution to a challenging task. . .
   - ☐ A. I have extreme difficulty in being satisfied with my solutions.
   - ☐ B. I feel compelled to try a number of alternatives and need to find a solution.
   - ☐ C. I seek a solution and usually find one as quickly as possible.
2. When faced with a complicated problem. . .
   - ☐ A. I seek a large number of possible solutions.
   - ☐ B. I examine a number of solutions, but then settle on the one or two best possibilities.
   - ☐ C. I usually find one solution quickly and stick with it.
3. When faced with a problem. . .
   - ☐ A. I let my mind wonder about all the possible ways of solving the problem.
   - ☐ B. I look at a number of ways to solve the problem, examine all I know about the situation and then make a decision.
   - ☐ C. I attempt to solve the problem quickly by applying my knowledge to the problem.
4. If "something" is running smoothly. . .
   - ☐ A. I am likely to interfere with its operation.
   - ☐ B. I am likely to continuously examine it for ways in which it might be improved.
   - ☐ C. I am likely to leave it alone.
5. When faced with a crisis. . .
   - ☐ A. I usually find that I can separate myself from being too involved in it.
   - ☐ B. I usually feel torn between being detached from the situation and being involved in it.
   - ☐ C. I usually involve myself in the situation until it is solved.
6. When someone presents me with a personal concern. . .
   - ☐ A. I usually keep my distance and let the person solve the problem.
   - ☐ B. I usually keep from getting emotionally involved, yet I want to share my opinion.
   - ☐ C. I usually feel compelled to tell the person how to resolve the concern.
7. In solving problems. . .
   - ☐ A. I usually wonder if I can arrive at a satisfactory solution.
   - ☐ B. I usually alternate between wondering if I can solve the problem and knowing that I can.
   - ☐ C. I usually know that no problem is too large for me to find some solution.
8. In new learning situations. . .
   - ☐ A. I am usually very relaxed.
   - ☐ B. I am relaxed but attentive to what is happening.
   - ☐ C. I am very attentive to the point of sometimes being edgy. 539

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9. When I am working with other people to solve a problem. . .

☐ A. I share my ideas but willingly go along with the others.

☐ B. I share my ideas, listen to other people's ideas, and insist that all ideas are considered.

☐ C. I usually believe that my ideas are better.

Scoring

To score your questionnaire, count the number of **a's** circled and multiply by one. Count the number of **b's** circled and multiply by two. Count the number of **c's** circled and multiply by three. Total the three scores to determine your problem solving quotient.

Example:

Questions 1, 4, 7 were marked a = 3 x 1 = 3 2,3,5,6 were marked b = 4 x 2 = 8 8, 9 were marked c = 2 x 3 = 6

Total 17 = Problem Solving Quotient

Number of a's = _____ x 1 = _____

Number of b's = _____ x 2 = _____

Number of c's = _____ x 3 = _____

Total _____ = Problem Solving Quotient

Locate your problem solving quotient on the scale below by circling the number which is the same as your total score.

Problem Solving Continuum

Open Approach	Reflective Approach	Focused Approach
9 10 11 12 13 14 15	16 17 18 19 20 21	22 23 24 25 26 27

Discussion

Individuals attempt to solve problems in different ways. Some attempt to see all possible solutions, an *Open* approach. Others want to find answers as quickly as possible, a *Focused* approach. Still others attempt to seek the best possible answer through examination and evaluation of a number of possible alternatives. Circumstances frequently dictate which of these approaches is best. In a life or death situation, the Focused Approach would be most appropriate because one may not have time to examine a large number of possibilities.

Applying intuitive powers to generating a number of solutions will usually lead to the most satisfying outcomes. This is especially true if you keep a specific goal in mind. Choice **B** in each of the questionnaire situations demonstrates a compromise betwen the Open and Focused problem solving approaches. The Problem Solving Quotient of 18 is the score most representative of the Reflective Approach. The Reflective problem solving style is recomended for *most* people in *most* situations.

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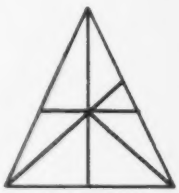
Examine Your Perceptions

Name _____ Class _____

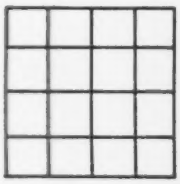
Directions: Frequently what we see or experience is limited by what we have previously learned. For instance, if you were asked to say the color used to write the following word, you probably would be influenced by what the word spells. RED.

Instead of answering black, you would be inclined to say red. This inclination results from previous learning. The exercises on this sheet are designed to help you *see* beyond your previous learning. Try all of them. The answers follow the last exercise.

A. How many triangles are there in the following diagram?



B. How many squares are there in the following diagram?



C. Read the following sign. What does it say?

D. Draw four straight lines through the nine dots without retracing and without lifting your pen from the paper.

E. Count the number of F's in the following statement:

"In your fine firm, how many of your employees do you find thinking of themselves and not of your firm?"

F. Look at the following figures. What would the next figure in the sequence look like?

G. Look at the following sequence of letters. Where would the next letter go — above or below the line? See if you can finish the alphabet correctly — placing the letters either above or below the line where they belong.

BCD G

5 _____

A EF

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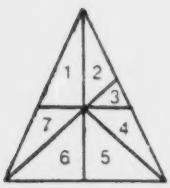
Answers

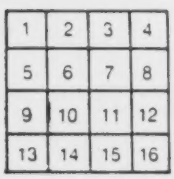
A.



There are a total of 18 triangles

(1)	1	(7)	7	(14)	7+1+2
(2)	2	(8)	1+2+3	(13)	6+7+1
(3)	3	(9)	2+3+4	(15)	2+3+4+5
(4)	4	(10)	3+4	(16)	2+3
(5)	5	(11)	3+4+5+6	(17)	1+7
(6)	6	(12)	5+6	(18)	1+2+3+4+5+6+7

B.



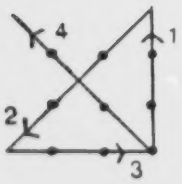
There are a total of 30 squares.

(1)	1	(9)	9	(17)	1+2+5+6	(24)	7+8+11+12
(2)	2	(10)	10	(18)	3+4+7+8	(25)	6+7+10+11
(3)	3	(11)	11	(19)	9+10+13+14	(26)	1+2+3+5+6+7+9+10+11
(4)	4	(12)	12	(20)	11+12+15+16	(27)	2+3+4+6+7+8+10+11+12
(5)	5	(13)	13	(21)	5+6+9+10	(28)	5+6+7+9+10+11+13+14+15
(6)	6	(14)	14	(22)	2+3+6+7	(29)	6+7+8+10+11+12+14+15+16
(7)	7	(15)	15	(23)	10+11+14+15	(30)	1+2+3+4+5+6+7+8+9+10+ 11+12+13+14+15+16
(8)	8	(16)	16				

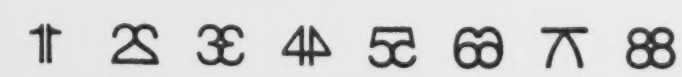
C.

Rome in the *the* winter.

D.



E. There are seven f's.
"In your fine firm, how many of your employees do you find thinking of themselves and not of your firm?"



F. The next figure would be 8. The first seven figures are the numerals one through seven formed with their mirror images. For example, the seventh figure is the numeral 7 placed with its mirror image ㄥ which forms 下.

G. The next letter in the alphabet "H" would go below the line. You will notice that all the letters formed with curved lines go above the line and all the letters formed with straight lines go below the line.

BCD G J OPQRS U

A EF HI KLMN T VWXYZ

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Developing a Creative Attitude

Name _____ Class _____

Directions: Openness and willingness to explore is crucial for the development of a creative attitude. The purpose of this exercise is to help you create this open and creative attitude. In Part I you are asked to examine a series of figures and to determine what is being communicated. Although there may be more than one possible response, an *appropriate* response should capture all elements of the figure. Part II lists a series of sayings for which you can create your own figures.

Part I

Example:

(1)

Figure 1 represents an "Uphill Struggle"

(2)

Figure 2 represents "A high chair"

Figure 1
WEAR
LONG

Figure 2
CYCLE
CYCLE
CYCLE

Figure 3
DICE
DICE

Figure 4
ECNALG

Figure 5
N
E
V
E
S

Figure 6
LIKE A HORSE
LIKE A HORSE
LIKE A HORSE
LIKE A HORSE
LIKE A HORSE
LIKE A HORSE
LIKE A HORSE
LIKE A HORSE

Figure 7
O
B.A.
M.S.
M.D.
Ph.D.

Figure 8
EGGS
EZ

Figure 9
iii
oooo

Figure 10
He's/Himself

Figure 11
T
O
U
C
H

Figure 12
BLACK
COAT

Figure 13
PAYMENT
DEW

Figure 14
R
O
C
K

Figure 15
IN

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Part II

Directions: For each of the following, create a figure to represent the idea being communicated. If possible, create more than one figure for each.

Example: "Rising temperature"

1. The Dark Ages
2. A skylight
3. A big problem
4. A little concern
5. A fat chance
6. Forewarned
7. Triple time
8. Easy on the eyes
9. Uptown
10. High clouds

Answers for Part I

1. long underwear
2. tricycle
3. paradise
4. a backward glance
5. seven up
6. ate like a horse
7. four degrees below zero
8. eggs over easy
9. circles under the eyes
10. he's beside himself
11. touchdown
12. black overcoat
13. payment overdue
14. rockslide
15. incircled

After completing Parts I and II, you can try to create additional sayings representing each with an appropriate figure. These kinds of drawings are called *REBUS* figures. Good luck on creating your own.

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CIVIL ENGINEER/CONSTRUCTION WORKER

Materials needed:
pencil/pen
one 10" length of masking tape
10 drinking straws
1 pair of scissors
one 8" X 2" strip of paper

Bridge design problem

Your team is to design and construct a bridge structure with only the materials provided, to span a 12" space.

Your structure should support a small book

Use the following steps to plan your bridge.
1. Identify the problem.
2. Devise a plan of action.
3. Carry out the plan.
4. Evaluate the plan.

You may write notes on this sheet.

PAPER PLATFORM ACTIVITY

THE PROBLEM:

Using only one sheet of standard 8 1/2" X 11" paper, and white glue, construct a platform which will support as much weight as possible.

LIMITATIONS:

- Only use one sheet of paper
- Only use white glue (or yellow)
- Cannot use any clamping devices to aid in construction
- Platform must be exactly 3" X 1/8" tall
- Time limited in construction 45 min.

TESTING PROCEDURE:

Your platform will be allowed to dry a minimum of 12 hrs. You will place your platform on the floor and test the height with the provided gauge. You may then begin placing weight on top of your structure in any manner you choose until structure collapses.

EVALUATION:

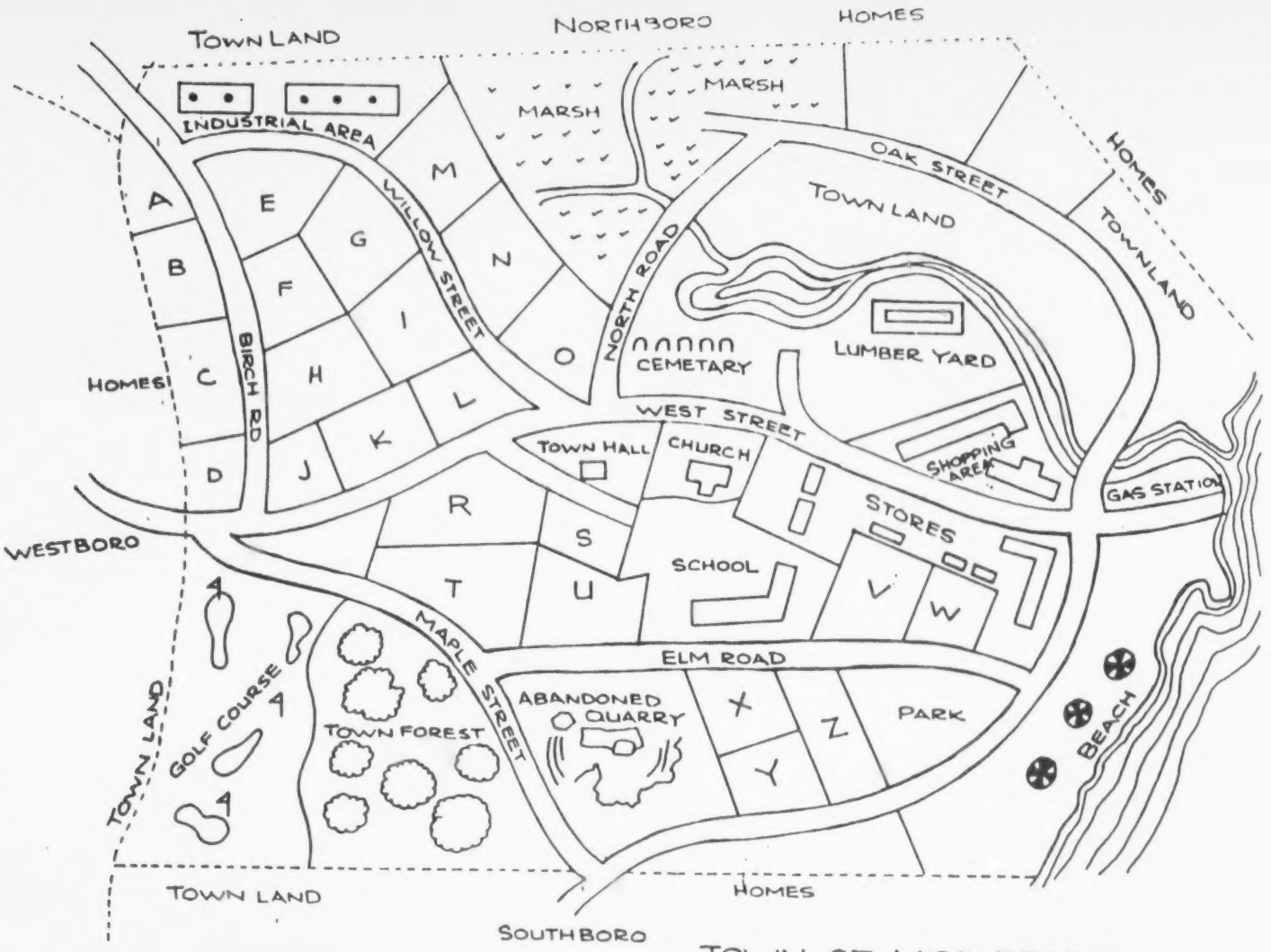
+ 25 pts for structure holding most weight
  - weight last held for over 30 seconds is final weight

- 1 pt for every 5% reduction from most weight
  Example - if most weight = 100 lbs = 25 pts
  95 lbs = 24 pts
  90 lbs = 23 pts

- 5 pts if fails to meet height requirement

INCINERATOR SIMULATION

1. Explain that (a) we use the decision-making process everyday; (b) students will exercise their responsibility as citizens of a town by taking part in a decision which will effect all of them.
2. Distribute a map to each student.
3. Read the scenario to them.
4. Explain that the students will be role-playing.
5. Distribute role cards.
6. Give a few minutes for students to familiarize themselves with their role.
7. Allow time for students to introduce themselves. (they may choose to work in groups - those with the same choice as to where the incinerator should be placed.)
8. Announce that the town meeting will begin in five minutes.
9. Set rules for the meeting:
   - What counts as a majority
   - Will you use simple Parliamentary Procedure
   - etc.
10. Select a chairperson.
11. Allow students to make motions/discuss/debate the incinerator issue.
12. There is no perfect solution.
13. Ask students to identify the decision-making process they went through.



TOWN OF MIDDLEBORO

SCENARIO FOR INCINERATOR

Middleboro is a town on the coast of North Carolina. For a long time it was a very small town with no close neighboring towns, but now Middleboro has grown and its neighbors Northboro, Southboro, and Westboro have also grown. It is hard to tell where one town begins and another ends.

The citizens of Middleboro have always disposed of trash by burning it in a barrel along the alley. When there were few people, it was not objectionable. However, the smoke from many barrels pollutes the air and smells up the laundry on clothes lines. The citizens have voted to buy a municipal incinerator to burn all of Middleboro's trash. A truck will pick up everyone's trash and take it to the incinerator for burning.

The problem is not solved because the people of Middleboro have not decided where to put the incinerator. It is not the most expensive design. Some smoke and some ash will come from its smoke stack. Furthermore, the coming and going of the garbage truck is not a pleasant thing for the place one lives or works or plays.

In this simulation, you citizens must decide at a town meeting where to place the incinerator. The broken line on your map is the boundary of Middleboro. Your town owns all town land within the boundary. It also owns the golf course, the town forest, the abandoned quarry, the beach and the marsh. In a moment, you will receive a roll card that will help you decide where you want the incinerator located. It will be decided at a town meeting with everyone voting.

Developed by:

Dr. Billie Bourgeois
Troutman, North Carolina

Boyd Highland
lives on Lot A.
He keeps books for a mill in the industrial area. He likes to square dance. From spring to fall he spends evenings dancing in the park.

Pat Berry
lives on Lot E.
He works in a chair factory in the industrial area. He likes to fish. People see him in his boat at the lake often.

Dolly Snow
lives on Lot C.
She works at Foodtown on West Street. She plays golf every Saturday and every afternoon she gets off work.

Anna Fox
lives on Lot F.
She works at the textile plant in the industiral area. She helps Girls Scouts. In the town forest they learn woodmanship.

James Bond
lives on Lot D.
He commutes to a large city 40 miles away.
Every weekend he plays 2 rounds of golf.

Andy White
lives on Lot G.
He teachers sports and games at the park recreation hall. He likes to draw. He walks to the marsh and also town forest to make pictures.

Dora Rest
lives on Lot H.
She volunteers to keep the health room one day a week at school. She is president of the Garden Club. This year the club is improving the nature trail in the town forest.

Judge Moreland
lives on Lot K.
He works at Town Hall. He likes to hunt game birds in the marsh.

Betsy Bone
lives on Lot I.
She teaches outdoor games at the school. For fun she goes to the park to play tennis.

Dr. Good Lad
lives on Lot L.
His office is in the shopping area. Whenever he can, he plays golf with friends.

Matt Tillman
lives on Lot J.
He is millwork foreman at the lumberyard. He likes being a scoutmaster. Often he and the scouts camp overnight in the town forest.

Fred Waterman
lives on Lot M.
He is a real estate agent whose office is in the shopping area. He likes surf fishing and spends nearly every morning at the beach.

Scenario for Incinerator con't

Lisa Birdman

lives on Lot N.

She teaches Ecology at the junior high school. She is working on an advanced degree. She is doing research on the feeding habits of marshland birds.

Ellen Watts

lives on Lot S.

She is secretary for the Church. Everyday she goes to the beach. In summer she swims and suns. In winter she hikes and collects shells.

Dot Pittman

lives on Lot P.

He is a policeman. The Boys Club which which meets at the beach every week is his idea of fun. Sports games and camping make him jolly.

Wade Waterman

lives on Lot T.

He works at Triangle garage. He and his friends play golf very often.

Joe Winters

lives on Lot R.

He owns the concession stand at the park. He is a successful amateur photographer. His speciality is marshland birds.

Jack Farmer

lives on Lot U.

He teaches art at a school nearby. He uses his bow and arrows with great skill. He practices in the town forest.

Helen Leftone
lives in an apartment on Lot V. She owns a small gift shop in the shopping area. She is a gifted painter. Her water colors of marshland and beach scenes have won prizes at the art fair.

Ed Wiseman
lives in an apartment on Lot W. He has a store on West Street selling hardware. He often rides his bike on the trail in the town forest.

Bert Reed
lives in an apartment on Lot V. He works as youth minister at the church. He plays golf several times a week.

Don Redman
lives in an apartment on Lot W. He is a young lawyer and has an office next to the town hall. He owns a sail-boat and spends many hours sailing.

Rita Brown
lives in an apartment on Lot W. She commutes to a job in the city. She always has a good tan because she spends all her free time on the beach.

The Reverend Carson West
lives on Lot X. His church is on West Street. He likes to take pictures. He is very proud of bird pictures he took in the marshes and town forest.

Scenario for Incinerator con't

Sally Early
lives on Lot Y.
She keeps books at the lumber yard. Her family has a boat. They are often seen fishing on the lake.

Ned Freeman
lives in an apartment on Lot Z.
He is the grounds keeper for the town cemetery. He fishes in the pond nearby.

Emma White
lives in an apartment on Lot Z.
She works night shift in the industrial area. She spends a lot of time in the park near the beach just watching the shore birds.

Jim Fine
lives in an apartment on Lot Z.
He is a retired postman. He is a volunteer for the senior citizen program at the Church. He is an expert surf fisher and spends many hours on the beach.

Kathy Light
lives in an apartment on Lot Z.
She is a clerk for the utility company at town hall. She teaches craft classes at the park and often attends square dances there.

COURSE: Exploring Career Decisions **UNIT:** Workplace Awareness

COMPETENCY: 004.00 The learner will explain characteristics that promote success in the workplace and demonstrate related skills.

OBJECTIVE: 004.10 Simulate job-seeking skills.

TIME: 3.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Job-seeking skills A. Applications B. Resume C. Interview	C3P 1. Evaluate self-assessment activities. "Getting a Job" packet, pages 1-6. C3P 2. Prepare a resume. "Getting a Job" packet, pages 7-8. C3P 3. Write a letter of application. "Getting a Job" packet, page 9. C3P 4. Participate in the interview process. "Getting a Job" packet, pages 14-18 OR 5. Use the Interview Packet from J. Weston Walch. 6. Participate in the interview process, practicing with a partner. Use tips on page 30, <u>Career Choices in North Carolina.</u> Questions an Interviewer Might Ask. Questions You Might Ask.

RESOURCES

<u>Getting a Job</u> packet

<u>Interview</u> packet, J. Weston Walch

GETTING A JOB is a process that can be time-consuming, yet rewarding! Here are some helpful steps to make it easier and more effective.

THE BASIC STEPS in getting a job are:

❶ SELF-EVALUATION

-- deciding what you want to do

-- assessing what you can offer an employer

❷ RESEARCH

-- finding out what occupational opportunities exist

-- determining what occupations you qualify for or what training you would need to qualify

❸ PREPARATION

-- putting together a résumé

-- composing a cover letter

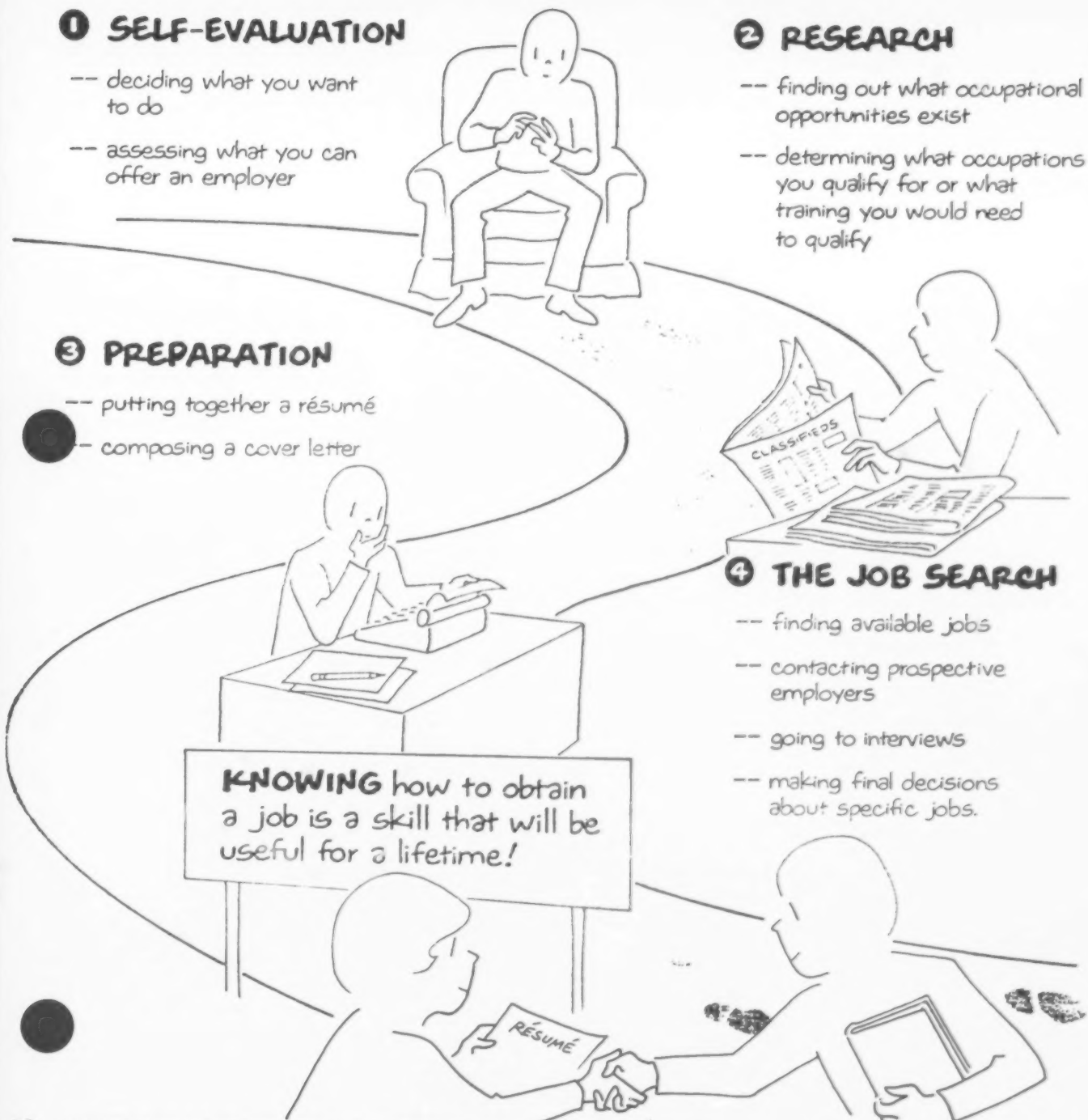
❹ THE JOB SEARCH

-- finding available jobs

-- contacting prospective employers

-- going to interviews

-- making final decisions about specific jobs.



A SCRIPTOGRAPHIC BOOKLET by CHANNING L. BETE CO. INC., South Deerfield, MA 01
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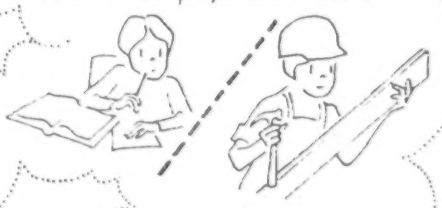
How do I decide **WHAT I REALLY WANT TO DO**?

Ask yourself:

What **SHORT-TERM GOALS** would I like to accomplish?

What are my **LONG-TERM GOALS?**

What are my **WORK PREFERENCES?** Working alone or with others? Following directions or directing others? Doing mental or physical work?



WHERE would I prefer to live?

What **ENVIRONMENT** would I like to work in?

What are my **LIMITATIONS?** Willingness to relocate? Health considerations? Salary requirements?

What do I **LIKE TO DO** most? What am I most interested in? What am I best at doing?

What are my **FINANCIAL OBJECTIVES?**

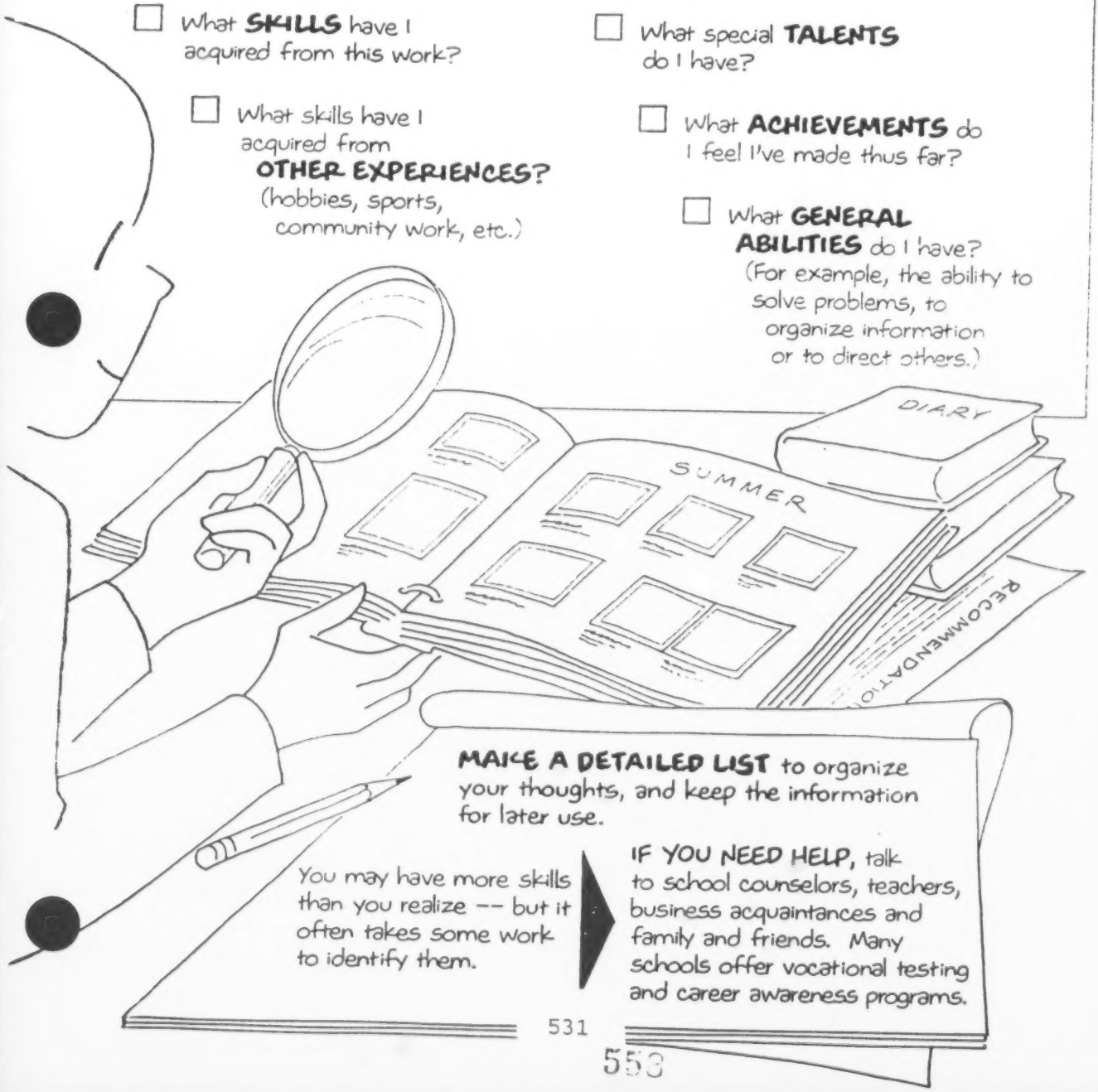
WRITE DOWN YOUR ANSWERS and consider them carefully.

- They will help you decide what occupations might be most satisfying for you.
- They will be helpful when you write your résumé or discuss your goals in a job interview.

WHAT CAN I OFFER an employer?

Analyze your strengths and weaknesses. Identify and clearly state your strengths. Consider:

- ☐ What **KINDS OF WORK** have I already done?
- ☐ What **SKILLS** have I acquired from this work?
- ☐ What skills have I acquired from **OTHER EXPERIENCES?** (hobbies, sports, community work, etc.)
- ☐ What skills have I learned at **SCHOOL**?
- ☐ What special **TALENTS** do I have?
- ☐ What **ACHIEVEMENTS** do I feel I've made thus far?
- ☐ What **GENERAL ABILITIES** do I have? (For example, the ability to solve problems, to organize information or to direct others.)



MAKE A DETAILED LIST to organize your thoughts, and keep the information for later use.

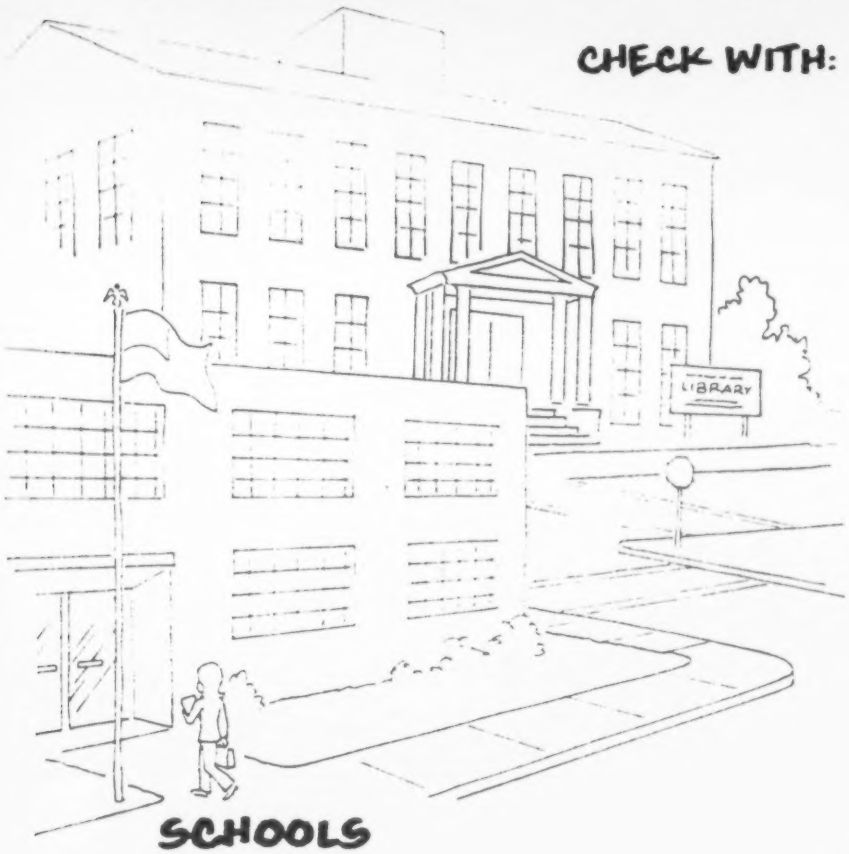
You may have more skills than you realize -- but it often takes some work to identify them.

IF YOU NEED HELP, talk to school counselors, teachers, business acquaintances and family and friends. Many schools offer vocational testing and career awareness programs.

RESEARCH THE POSSIBILITIES

Find out what types of jobs are available, which fields are growing fastest and what the employment requirements are.

CHECK WITH:



LIBRARIES

Ask a librarian for help in getting started, or check the card catalog under "Jobs," "Careers," "Occupations," etc.

Start with general reference books on career information. Then gradually zero in on specific areas of interest.

General reference books include: Occupational Outlook Handbook; Dictionary of Occupational Titles; Career Opportunities Index; Occupational Outlook Quarterly (magazine). Use recent copies.

SCHOOLS

Talk with counseling, career planning or placement personnel.

Look for information on internship programs, career workshops, job fairs, etc.

Find out if your school has a Career Resource Center.

GOVERNMENT OFFICES

Look in the Yellow Pages under "Employment Agencies" and "Government Offices." Call and ask for information and guidance.

COMPUTERIZED CAREER INFORMATION

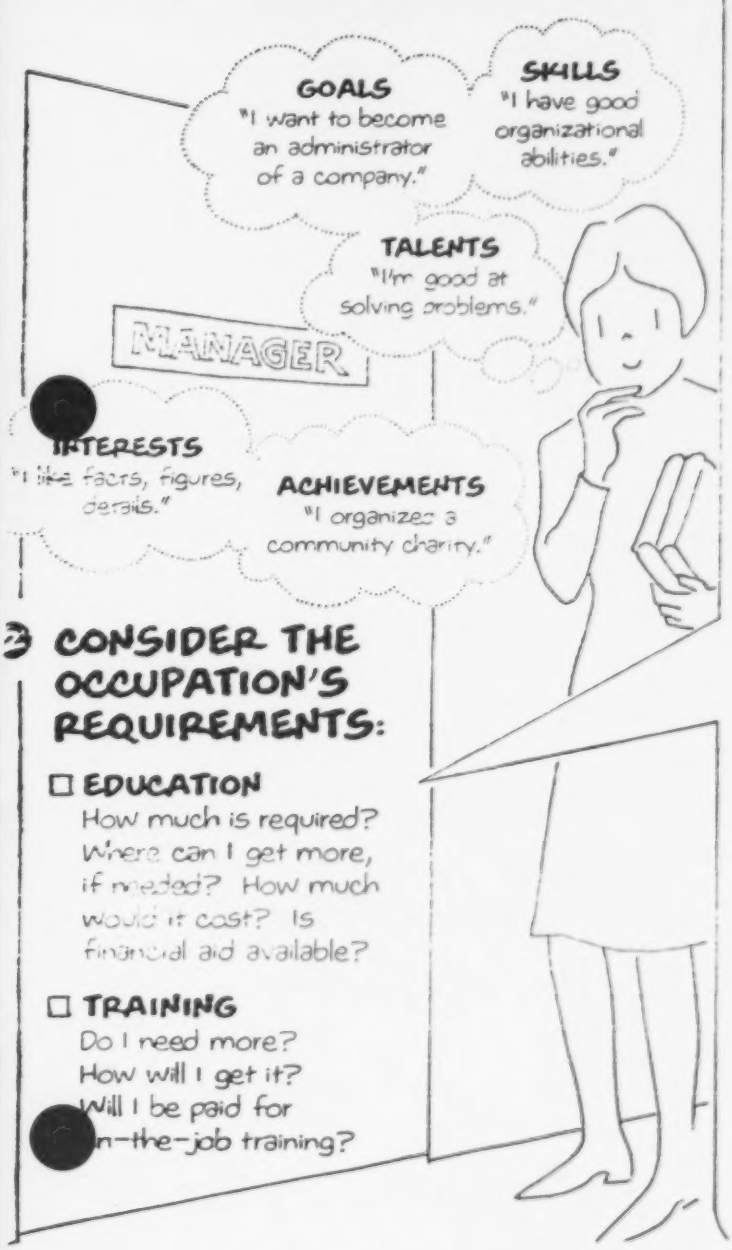
Some schools, government agencies and private companies offer computer programs designed to help you identify your skills and interests and then match them to specific career areas.

CHOOSE AN OCCUPATION

Using the information from your self-analysis and research, follow these 2 steps:

1 MATCH YOUR NEEDS AND SKILLS WITH OCCUPATIONAL DESCRIPTIONS

to determine the fields for which you're best suited. For example:



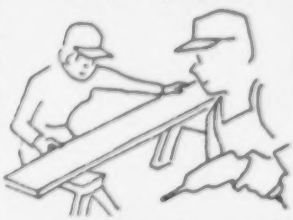
2 CONSIDER THE OCCUPATION'S REQUIREMENTS:

☐ **EDUCATION**
How much is required? Where can I get more, if needed? How much would it cost? Is financial aid available?

☐ **TRAINING**
Do I need more? How will I get it? Will I be paid for on-the-job training?

IF YOU NEED MORE PREPARATION for the job you want, you can acquire needed skills/knowledge through:

COURSES
offered by a high school; college (community, technical, etc.); special schools (secretarial, computer, commercial, etc.); adult education program.



APPRENTICESHIP PROGRAMS,
on-the-job training, work/study programs, etc.

IF YOU'RE ALREADY WORKING but need or want further specialization, find out about:

CAREER TRAINING PROGRAMS
Some are provided free or at low cost by many companies and the military.

JOB-RELATED COURSES
Some employers will pay for these.

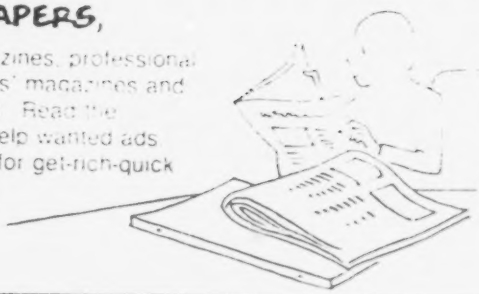
FOR ADVICE about where to go and how to pay for needed education/training, talk with career counselors, financial aid officers, other job hunters, teachers and employees in the field that interests you.

THE JOB SEARCH

You now need to find specific openings in your chosen area(s) of interest. Check:

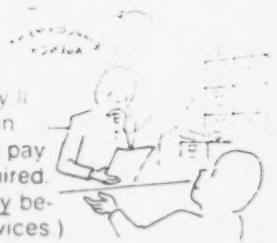
NEWSPAPERS,

trade magazines, professional associations' magazines and newsletters. Read the classified/help wanted ads. (Avoid ads for get-rich-quick schemes.)



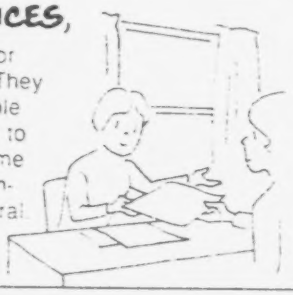
PLACEMENT/ EMPLOYMENT AGENCIES

and job-hunting services. They'll help you find a job for a fee. In some cases, the employer will pay this fee for the person who's hired. (Check out agencies thoroughly before signing a contract for services.)



GOVERNMENT OFFICES,

such as local employment or human resources offices. They may have listings of available jobs or they may direct you to other helpful agencies. Some agencies offer free job counseling, placement and referral.



SCHOOLS,

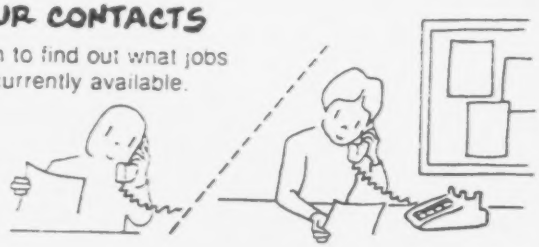
including vocational training centers, high schools and colleges. Ask the school's counselors for job listings. (Most job services are limited to students and alumni of the school.)

BULLETIN BOARDS

in post offices, libraries, union offices and personnel offices in corporate and government buildings.

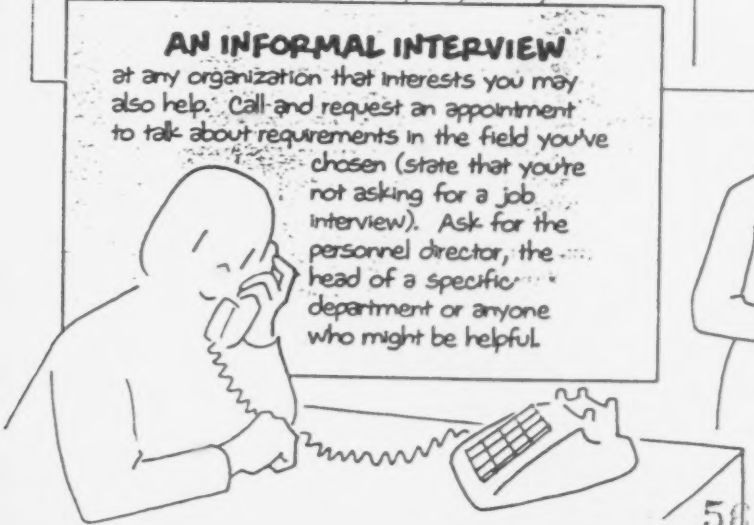
YOUR CONTACTS

again to find out what jobs are currently available.



AN INFORMAL INTERVIEW

at any organization that interests you may also help. Call and request an appointment to talk about requirements in the field you've chosen (state that you're not asking for a job interview). Ask for the personnel director, the head of a specific department or anyone who might be helpful.



AT THIS STAGE, you must clarify what you're looking for:

- ☐ Full-time employment
- ☐ Part-time or temporary work
- ☐ Free-lance or work-at-home jobs
- ☐ Summer/vacation-time jobs

Or . . . do you want to start your own business?

PREPARE YOUR RÉSUMÉ

(also called a "brief," "curriculum vitae," "background information sheet")

This is your personal inventory and formal introduction to a potential employer.

HOW TO COMPOSE YOUR RÉSUMÉ

1. **RECHECK** your list of accomplishments, abilities, skills, qualifications, etc.

2. **DECIDE** on your main job objective(s).

3. **CHOOSE A FORMAT.**
Major types are:

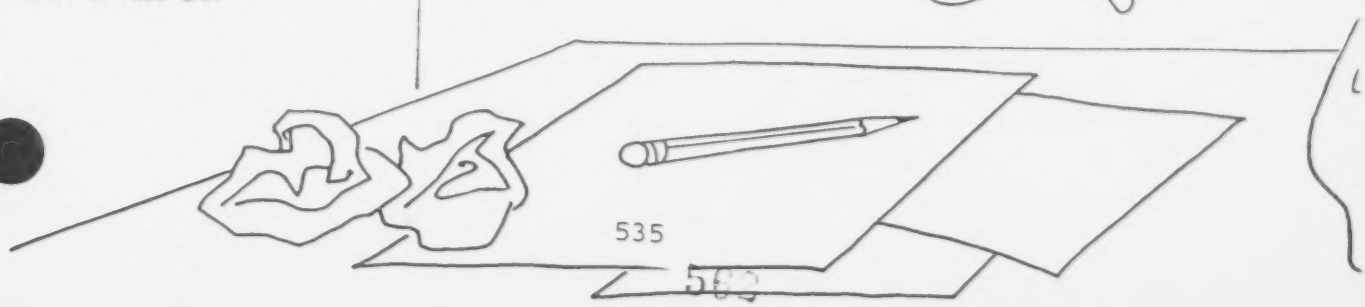
- **CHRONOLOGICAL:**
lists employment history in reverse order of time (most common style).
- **FUNCTIONAL:**
emphasizes skills rather than specific jobs held.
- **MIXED:**
covers both functional and chronological information.

Résumés come in many styles. Study samples in library reference books on résumés or get advice from friends or teachers.

4. **INCLUDE:**
- name, address, telephone number(s) at top
- employment history
- educational background
- statement on references
- OPTIONAL: personal data, statement of job objectives, volunteer work, language skills, memberships, academic honors, hobbies, etc.

5. **EDIT** your résumé to make it easy to read, brief and complete (try to keep it to one page). Include only the most important information. Perfect spelling, grammar and punctuation are a must.

6. **TYPE** a good final copy. (You can have extra ones printed.) A neat overall appearance is important.



AIM OF THE RÉSUMÉ

The goal is to bring you to the interview stage. Stress: what you can offer, not what you're looking for; accomplishments, results and solutions, not just descriptions.

Sample résumé

MARK MORRISON
106 Duke Street
Manderly, Massachusetts 09999
(423) 234-5789

Objective: To apply business skills acquired in class and during part-time employment to a full-time office position.

Experience:

1984-1986 – Cashier/Clerk (part-time)
Federal Amalgamated Bank
Jefferson Street, Manderly, MA 09999
Duties: prepared monthly statements and recorded payments received, on own initiative, reorganized internal mail routing system and wrote up suggestions for improvements in filing system.

1982-1984 – Check-out clerk (part-time)
Foodorama Grocery Store
68 Cressida Lane, Manderly, MA 09999
Duties: worked at check-out counter (20 hrs. a week); trained new employees; assisted with monthly inventories.

Skills:

Trained in word processing.
Able to program in BASIC.
Knowledge of office machines.
Fluent in Spanish.

Education:

Central High School, 300 Main St., Manderly, MA 09999
Graduated 1986, courses in business and languages.
Named Business Student of the Month, April, 1986.

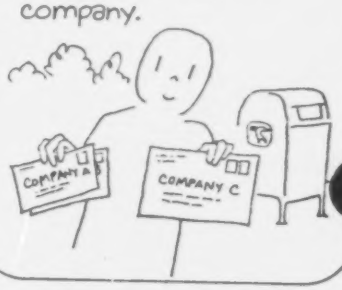
Personal Interests:

Chess, stamp collecting, skiing, writing computer programs.

References: available upon request.

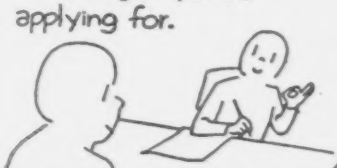
CONSIDER

preparing several résumés, each designed for a special job or company.



CONTACT YOUR REFERENCES

- Get their permission before you give their names.
- Select references who are most appropriate for the job you're applying for.



LETTER OF APPLICATION

A typed letter of application should accompany each résumé. It should be brief, business-like and, if possible, addressed to a specific person.

PURPOSES

Letters differ according to your purposes. For example, a letter could be:

- **A LETTER OF INTRODUCTION** (with résumé attached) sent to a chosen organization
- **A RESPONSE** to an ad
- **A FOLLOW-UP** letter to someone you've already contacted by phone.

Sample Letter

1432 Bonnymeadow Drive
New Rockwell, NY 45678
June 1, 1986

Ms. Tracy Lord
Personnel Manager
Continental Department Store
New Rockwell, NY 45679

Dear Ms. Lord

I understand from my business instructor, Ms. Allison MacKenzie, that there is now a sales opening in your Sporting Goods Department.

As a senior at Chandler Regional High School, New Rockwell, I will be available for employment after June 21. My previous experience and educational background are outlined in the enclosed résumé. I hope you'll agree that my background in sports would be an asset to your Sporting Goods Department. At the time I receive my high school diploma, I expect to place within the top ten percent of my graduating class.

May I talk with you about this opening? I'll arrange to come for an interview at your convenience. My home telephone number is: (926) 407-9876.

I look forward to your reply.

Sincerely Yours,

Charles Chinoski, Jr.

SUGGESTIONS

- Include your **PURPOSE** in writing.
- Note when you'll be **AVAILABLE** for employment.
- **HIGHLIGHT** one or two points from your résumé (but don't repeat yourself).
- **CONCENTRATE** on items most relevant to the specific organization. Mention how you would contribute.
- End with a request for an **INTERVIEW.**
- **TYPE** each letter on good quality paper.

INTERVIEW CHECKLIST

It's very important to make a good first impression, so be prepared.

1 BEFORE THE INTERVIEW

RESEARCH

the organization. Find out all you can about it and be able to discuss its products, services, etc. Talk with people who work there, if possible.

ORGANIZE

your thoughts. Plan answers to possible questions (review your goals, needs, skills, etc.).

GATHER

any pertinent materials you want to bring -- extra copies of your résumé, work samples, list of references, etc.

DRESS

appropriately. Always dress neatly and conservatively, keeping in mind the potential employer. Think about your appearance (hair, posture, etc.) -- first impressions are lasting.

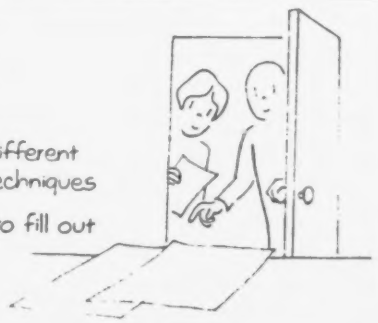
REASSURE

yourself. The interviewer wants to hire someone who will benefit the company. Confidence in your abilities will convey the message that you can do that.

EXPECT

to encounter:

- many questions
- interviewers with different personalities and techniques
- application forms to fill out
- various tests.



BE PUNCTUAL
for your interview.

② DURING THE INTERVIEW

RELAX -- be yourself. Remember that you're interviewing the company as much as being interviewed.

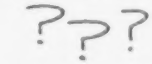
BE HONEST -- this is important for both you and your potential employer.

SHOW INTEREST and enthusiasm. Relate your interests to the organization's.

TAKE BRIEF NOTES on important points about the organization, people's names, etc.

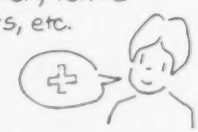
LISTEN CAREFULLY and answer questions completely. Don't be afraid to admit you don't know something.

ASK QUESTIONS -- find out all you can about the job (salary, benefits, hours, travel, advancement opportunities, etc.)



MAKE POINTS POLITELY -- stress your best qualities and experience; note what you could bring to the position.

BE POSITIVE about yourself, the organization, former employers, etc.



STATE whether or not you're interested in a particular job and if you could handle it.

FINALLY, ask when you can expect to hear from the company. If there's no specific position presently available, ask if you may check back periodically.

IF YOU'RE ASKED ABOUT PAST EMPLOYMENT:

- Don't exaggerate (or underestimate) your past experience.
- Don't cover up your past record.
- Don't complain about previous employers or their practices.

❸ AFTER THE INTERVIEW

SEND A NOTE

A follow-up or thank-you, while optional, is a very good idea.

- Use it to ask additional questions, supply more information, underline an important point or just to remind the person who interviewed you that you're still interested.
- Keep the letter short. Address it to your interviewer. Send it right away.

MAKE INQUIRIES

If you haven't heard from a company after the set time, phone or write to ask if the job has been filled.

- If you don't get the job, you might want to check back periodically to find out about any new openings and to express your continued interest in employment.

IF YOU'RE REJECTED

and you receive a letter of rejection, don't be discouraged.

- Review your job search plan, looking for ways to improve your presentation. Get help if necessary.
- Plan your next move. Keep looking.

OR, you may receive a **POSITIVE RESPONSE**

IF YOU'RE OFFERED THE JOB

BEFORE YOU ACCEPT, evaluate the position carefully in terms of:

- ☐ job responsibility
- ☐ working hours
- ☐ pace of work
- ☐ advancement opportunities
- ☐ salary range
- ☐ benefits
- ☐ job location
- ☐ transportation requirements -- is public transport available or will you need a car?
- ☐ working conditions
- ☐ future possibilities -- what could the job lead to?

IF YOU ACCEPT, write a confirming note (even if you've accepted verbally).

Be certain to confirm the starting date and time.

Keep a copy of the letter.

HOW TO KEEP YOUR JOB

BE REALISTIC

No job is perfect, and you may experience some frustrations. Consider the positive aspects of each job.

BE PATIENT

You'll probably have to wait for promotions. Use your waiting time wisely.

BE ALERT

Do more than what's expected. If you see a job that should be done, a procedure that could be improved, a better way to do a job -- find out how to make it your responsibility.

SHOW INITIATIVE

Do more than is required. Look for "extras" that need to be done.

BE COOPERATIVE

Remember, that the goal is more business for your employer -- which can mean a better job for you.

BE CONSCIENTIOUS

Your efforts and work habits should work for you. Do your job the best way you know how.

BE MATURE

Be part of the company. Be punctual. Control your emotions. Learn how to contribute.

BE INQUISITIVE

Take courses. Improve your methods. Make every effort to grow with your organization.

Be aware of opportunities to grow -- in your own organization and in your field.

IF THE JOB ISN'T RIGHT FOR YOU -- don't despair. Start your job search again. Consider additional training. Move on and up!

In the meantime, make the most of your present job. It will mean good references, on-the-job experience and a chance to grow.

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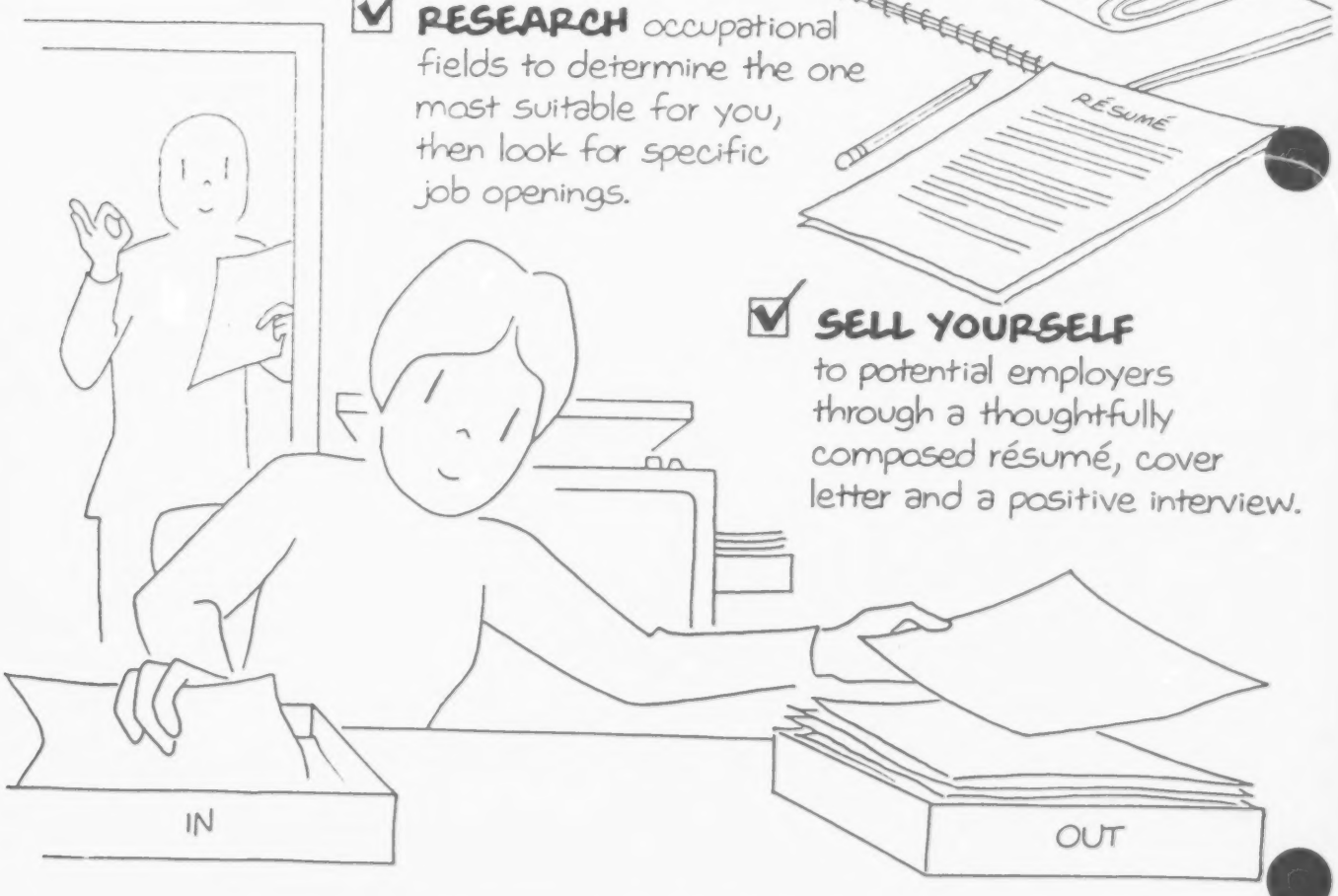
Soo--

BE PREPARED TO FIND A JOB THAT'S SATISFYING AND REWARDING

☑ **EVALUATE** your personal needs and goals; your talents, skills and achievements.

☑ **RESEARCH** occupational fields to determine the one most suitable for you, then look for specific job openings.

☑ **SELL YOURSELF** to potential employers through a thoughtfully composed résumé, cover letter and a positive interview.



Let your new job help you become a happily employed, productive person!

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INTRODUCTION: THE APPLICATION FOR EMPLOYMENT

Wherever you go to find a job -- to an automobile plant, hospital, golf course, supermarket, or an office -- you will be asked to fill out an application for employment. Different employment offices may have different names for this form. Whether it is called an APPLICATION BLANK, APPLICATION FORM, APPLICATION FOR EMPLOYMENT, or just APPLICATION, it is important that you answer the questions on this form correctly, completely, and neatly.

Where do you get this application? Generally, it will be given to you at the same office where you ask about the job you want to apply for. The person at the desk will give you the form and ask you to complete all the questions on the application for employment. Sometimes you will be told to take the form home with you and return it to the office at a later date.

Your employer needs this application form to help him find out more about you! You will be asked to answer questions about your education, your working skills, and your job interests. Your employer will use this information to decide if you are the right person to hire for a particular job in his company. If you are hired, the application for employment will be a permanent record in your file.

Probably no two companies use the same application form for employment. Regardless of its size and shape, it is to your advantage to fill out the application neatly, completely, and accurately. The purpose of this Application for Employment Kit is to help you fill out an application form that will get you the job you want.

Of course, a clear understanding of the words used on employment applications is important in helping you to fill out these forms correctly. To test your understanding of the application form vocabulary, you will now take a written answer quiz.

MAKING CONTACTS BY PERSONAL VISITS

If you decide to find a job by making a personal visit to the employer, there are some steps you should take before you make the contact.

You should find out what products the company makes or the services it provides. Knowing the size of the company can also be helpful. Does the company have business locations in other cities in the same state, in other states, in other countries? If you have some knowledge about the company, it tells the employer you are really interested in the company.

Be sure you are dressed properly for the job in which you are interested. If you look as if you will meet the company's expectations, you are more like to get an interview or a job.

When you go to that particular company looking for job openings, go alone. The employer wants to see what you can do by yourself.

It is possible the employer will want to interview you right then or will ask you to complete an application for employment. So when you go, be ready for the interview or be ready to complete the application if requested.

To be prepared, take your Social Security card and your resume with you, and be prepared to answer questions such as: What do you want to do? How will the job help you meet your goals? Why did you choose this particular company?

You may be a little nervous about what to say when you go into a company to ask for a job. The first step is to find out whom you should talk to about a job. If the company is large, you should ask to see the personnel manager; if it is small, ask to see the manager or owner. When you are taken to the proper person, introduce yourself and identify the school you are attending or attended. Then explain that you are looking for a job and ask if there are any openings for which you can apply. IF you are told there are no openings, then you should ask if you can leave an application in case a job becomes available. Should the employer say they will be hiring later, ask when and how often you should call back about the jobs and the name of the person you should contact.

While you are talking to the employer, explain what kinds of work you can do and mention any previous work experience you have had, even if only part-time.

Show that you are interested in doing a good job, and the employer may hire you on the spot. One thing you should remember: Do <u>not</u> say that you can do anything or that you will take any job that is open. This may make the employer think you are not really interested in the company or that you are not sure of your own ability.

MAKING CONTACTS BY PERSONAL VISITS

From the list of activities below, write the numbers of those activities which should be performed when you are making contact by a personal visit. Write your answer on a SEPARATE SHEET OF PAPER. When you have finished, compare your answers with those at the bottom of the page.

____ 1. Dress appropriately for the job for which you are applying.

____ 2. Take a friend or relative with you.

____ 3. Find out something about what the company does.

____ 4. Refuse to be interviewed the day you make the visit.

____ 5. Leave your personal data sheet at home.

____ 6. Be ready to complete an application.

____ 7. Have answers as to why you want to work for that particular company.

____ 8. Introduce yourself.

____ 9. Identify the school you are attending or have attended.

____ 10. Tell the employer you can do anything.

____ 11. Tell the employer you will take any job open.

____ 12. Find out whom you should talk to concerning a job.

____ 13. Take your Social Security card.

____ 14. Know nothing about the company.

____ 15. Be ready to be interviewed the day you make contact.

____ 16. Ask if there are any job openings for which you can apply.

____ 17. Explain skills you have.

____ 18. Tell about previous work experience, including part-time work.

If you decide to telephone companies about job openings or if you are responding to an advertisement in the newspaper or trade journal, there are a few points you will want to remember.

1. Make a list of the names of the companies and the telephone numbers.

2. Get a pencil and paper so you may write the information you need to remember.

3. Phone each company and ask to speak to someone about applying for a job.

4. Speak politely and clearly in your normal voice.

5. When you speak with the personnel manager, manager, or owner, tell that person what your name is and the job for which you are interested in applying. If you know the job is open, tell the person how you know about the job. If you do not know what jobs are available, then just explain what kind of job you are interested in, for example, a job as a welder.

6. If the personnel manager, manager, or owner tells you there are no openings, then thank that person and hang up. If the answer is yes, then ask how you should apply and how to get an appointment for an interview.

7. If the person with whom you are talking makes an appointment for the interview over the phone, be sure you have written down the following: (1) time and date; (2) place; (3) name of person you are to see; and (4) job requirements (special training, high school education, work experience, special tools or clothes for the job).

8. Read back the time, date, place, name of person you are to contact, and the job description to be sure you have written it down correctly.

9. End the conversation politely by thanking the person for the information.

In summary, there are some telephone rules that will help you make a good impression on an employer and may also help you get the job in which you are interested. The following is a brief review of these rules:

1. Be sure you have the correct telephone number.

2. Have supplies (paper and pencil) ready to write the information you are seeking.

3. Speak politely and clearly in a normal voice.

4. Identify yourself.

5. Explain what you want.

6. Write the information given you.

7. Confirm the information you have written.

8. Thank the employer for the time and information he/she has given you.

FINAL CHECKLIST BEFORE THE INTERVIEW

Going over a checklist such as this one will help insure that your preparation period right up through your departure for the interview is complete.

1. Be sure to have with you:

   a. Your personal fact sheet,

   b. A separate card with all the information needed to complete a job application,

   c. Your own pen and pencil,

   d. Documents you may need, such as licenses, certificates, military papers, and diplomas, degrees, or transcripts,

   e. Your list of questions to ask the interviewer,

   f. Name and title of person whom you are supposed to see (know the spelling and pronunciation), and

   g. A small pad on which to write important information.

2. Plan to go alone. Don't take a friend or relative with you.

3. Be sure you know:

   a. Something about the company,

   b. What you have to offer the company,

   c. What job you want with the company,

   d. How much money you have to earn,

   e. Your career goals, at least for the near future,

   f. When you can start to work, and

   g. Current date.

4. Be sure you have practiced, as appropriate to your job interview:

   a. Your typing and/or shorthand, if a clerical job,

   b. Your mathematics,

   c. Your physical skills of strength, agility, and/or general conditioning, if necessary,

   d. Aptitude, knowledge, or intelligence tests,

e. Manual skills of your occupational area,

f. Your writing and spelling, and

g. Your speaking ability.

5. Be sure you have reliable transportation to the interview:

a. Check public transportation schedules, or

b. If you are driving:

(1) Make sure your car will get you there,
(2) Make sure you know the way,
(3) Make a test trip to see how long it takes.

6. Be sure to have your grooming, hygiene, and appearance in order by:

a. Taking a bath or shower,

b. Brushing your teeth,

c. Washing your hair and combing or styling it,

d. Shaving (men),

e. Getting a good night of sleep,

f. Avoiding the use of strong perfume, after-shave lotion, or heavy makeup,

g. Polishing your shoes,

h. Cleaning and pressing your clothing,

i. Trimming your fingernails,

j. Using a deodorant, and

k. Having a hair style that is neatly trimmed.

7. Have a good attitude and keep your good points in mind. Be ready to discuss them but do not get carried away in proud talk of yourself.

8. Never go to an interview intoxicated by alcohol, drugs, marijuana, or other substances. Never go to an interview under the influence of, or after having used, any of them. The best policy is never to use alcohol, drugs, marijuana, or other substances that dull your senses while on the job.

Make a copy of this checklist and place it in your personal files.

WHAT IS A LABOR UNION?

A labor union is a little bit like a club. It is an organization made up of workers doing a certain kind of work. They get together for the purpose of getting fair wages, good working conditions, and job security.

There are three (3) kinds of labor unions:

(1) Closed shop. In a closed shop, the employer may hire only union members. In order to get a job in a closed-shop business, you must already be a member of the union before you can be hired.

(2) Union shop. In a union shop, you do not have to be a union member in order to be hired, BUT you must become a union member after a period of time. The length of time before you must become a member depends on the union and the union agreement with the employer.

(3) Open shop. In an open shop, you do not have to be a union member unless you choose to be. There is an active union in the place of work and it is up to you to decide whether or not you want to become a member. You can continue working in the business whether or not you become a union member.

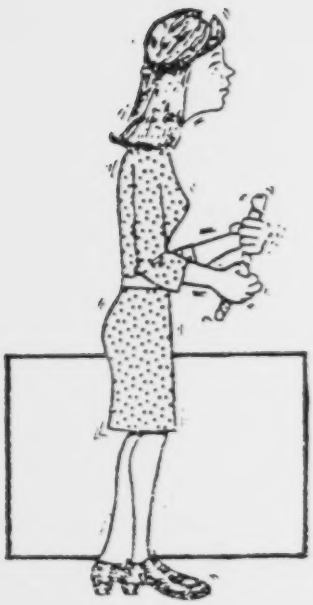
Some of the larger labor unions are:

The Teamsters Union
United Mine Workers Union
Electrical Workers Union
Amalgamated Clothing Workers of America
Printers and Typographers Union

Belonging to a union is usually rather expensive. There is an initiation fee which is about $175.00. Then there are monthly dues. These usually run between $15.00 and $20.00 a month.

Payment of the initiation fee can be spread over a period of several months. A portion of the payment is deducted from each paycheck until the total amount has been paid. Monthly dues are also deducted from each paycheck.

GETTING TO KNOW THE JOB



Jane is so proud that she has landed a job at the big city bank, even though she is a small-town girl. But now, as she walks up to the big double doors, she feels nervous. Questions flash through her mind: Can she do the job? Will the other employees like her? Can she get along with her boss?

The first day on the job is difficult for everyone -- not just you. Even people who have been employed before are anxious and nervous on the first day of a new job. They realize they will have to adjust to the new situation. But a majority of employers expect new employees to experience some problems during the time they are becoming acquainted with company rules, regulations, and operation. However, there are some rules that can help you get through the first day of work without undue stress and worry:

1. Plan to arrive at work early. Allow yourself extra time in the event you are caught in a traffic jam or have some other difficulty. Nothing makes a bad impression more than being late on your first day of work.

2. Expect to feel nervous and insecure. It's common for new workers to feel unsure of themselves but most people manage to get through that first day all right. Your employer will probably start you on an orientation program to introduce you to the company and to your new job. A program such as this will help you feel more at ease and more adjusted to the new surroundings.

3. Take notes if you think you cannot remember. As you are getting instructions, information, and names of people you will be working with, try to remember as much as possible. But don't expect to remember everything you are told the first day. You may want to take notes as various explanations are given. Any effort you show toward remembering will be appreciated by your boss and coworkers.

4. Show enthusiasm and interest in the job. If you are enthusiastic and interested in your job, you will do a better job. These attitudes exhibited the first day on the job help create good first impressions.

5. Ask questions about things you do not understand. One key to success on the new job is to ask questions. Don't be afraid to ask for fear you will appear stupid or unprepared for the job. Supervisors expect you to ask questions when you're not sure about something. Asking questions indicates that you are interested in your job and are anxious to do it correctly. So don't be afraid to ask if you don't know what to do.

   Be sure you ask someone who knows the correct answers, though. Don't go to the nearest person and ask. He/she might give you an answer but it may be wrong. The best person to ask is your supervisor. If he/she is not around or is too busy to answer, then ask an experienced employee who is likely to know the answer.

   When you ask questions, keep them short and to-the-point -- not explanations of why you don't know the answers. Then listen carefully so that you won't have to keep asking. In fact, it's a good idea to take notes if the answer is difficult or involved.

6. Tell your supervisor when you make a mistake. While you are learning, chances are that you will make mistakes. When this happens, (1) tell your supervisor, (2) ask how to correct the mistake, and (3) make the correction. Then try hard not to make the same mistake over and over. An employer will tolerate a mistake made by a new employee, but when the same mistake occurs over and over he/she may not be so tolerant.

7. Acquaint yourself with the rules, regulations, and procedures of the company and follow them. Many companies, particularly the big companies, give new employees a handbook which contains such things as company policy, rules, regulations, and procedures. If you receive one of these handbooks, read it thoroughly so that you will know exactly what the company expects of you and what you can expect from the company.

   If a handbook is not provided, you can expect to attend an orientation session where company policy, rules, regulations, and procedures are discussed. It is recommended that you take notes during these sessions so that you can refer back to them if a question about company policy, etc., arises.

   By acquainting yourself with company policy, you can determine what is expected of you and what you can expect of the company. The following page lists some things that both employer and employee have the right to expect of each other.

8. Keep a sense of humor and don't become discouraged. Most of the time the boss and the other workers are eager to help the new employee learn the job and join the regular work crew. Once in a while, though, you may face some things you don't particularly like. You may be asked to run errands that seem unimportant. This is called "gopher work." (You, as the new employee, are asked to "go for" this and that.)

   Or you may be given "busy work" (work that keeps you busy but is not essential to your job.) Once in a while you may be forced to accept criticism. Don't let these things discourage you. Keep a sense of humor and remember that it won't last very long.

Questions You Might Ask

- What are the job duties and responsibilities?
- What is the normal routine of this job?
- What sort of person do you hope to hire for this job?
- How much travel is normally expected?
- How would I be trained or introduced to the job?
- How is the job important to the company?
- Do employees normally work many overtime hours?
- Is it possible to transfer from one division to another?
- How does this work area fit into the company as a whole?
- What is the rate of turnover in this work at your company?
- What opportunities for advancement does your company offer?
- Could you give me a tour?

Questions Frequently Asked of You

- What jobs, including summer and part-time, have interested you the most? Why?
- How have your education and/or employment experiences prepared you for this job?
- What are your career goals? Where do you see yourself in five years?
- Can you tell me about yourself and your background?
- What do you consider your best qualities or strengths?
- What do you consider your weaknesses?
- What interests you about this job?
- Why do you want to work for this company?
- What did you like and dislike about your last job?
- Which course(s) did you like best in school?
- Last month, how many days of work or school did you miss?
- Why should I hire you for this job?

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RESIGNING THE RIGHT WAY

Sarah worked at the jewelry counter at Stuarts, Inc. She is soon going to resign from her job, but she is really worried about how to go about it. She knows that she has made some mistakes already, but she isn't sure what they are. She has just written to her friend Sue to tell her about her resigning problem. In the letter, she tells Sue what she has done. Some of the things that Sarah has done are right and some are wrong. Write the "do's and don't's" that Sarah has made. USE A SEPARATE SHEET OF PAPER. When you have finished, compare your answers with those listed below.

1001 Longview Drive
Bowling Green, KY 42101
June 25, 19__

Dear Sue,

How are you? I'm fine except that I'm upset about my job. As you know, I've been working at Stuarts for over a year. There is another sales clerk, Sylvia, who is driving me crazy. I talked to my supervisor about her but nothing has been done about it (a). So I told another girl that I'm looking for a new job (b). I haven't found one yet (c). I had an interview at one place, but they asked me why I was leaving Stuarts and I just had to say it was because I hated the place and just about everyone in it.

But I have made up my mind. I'm leaving two weeks from this Friday (e). I finally got up my courage and went to see my boss and told her that I'm resigning (f). I also wrote a letter of resignation (g).

Sue, wish me luck so I can find a new job. Write me soon.

Your friend,

Sarah

a. Do try to solve the problem without resigning.
b. Don't tell anyone you work with that you are job-hunting.
c. Don't resign until you have a new job.
d. Don't criticize your old job when you are applying for a new job.
e. Do give at least two weeks' notice.
f. Do resign politely and in person.
g. Do write a letter of resignation.

COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 005.00 The learner will research occupational information and demonstrate related skills.

OBJECTIVE: 005.01 Identify and apply systems for classifying careers.

TIME: 2 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
A. Clusters Agribusiness and Natural Resources Business and Office Communications and Media Construction Fine Arts and Humanities Consumer and Homemaking Health Hospitality and Recreation Manufacturing Marine Science Marketing and Distribution Environmental Control Personal Service Public Service Transportation	C1 Students will research definitions by which to classify occupations P2/3 Students will create games, puzzles, posters, etc., to clarify the classification process. Examples: a. Classifying Circles b. Symbol/Title cards for Interest Areas.
B. Interest Areas 01 Artistic 02 Scientific 03 Plants and Animals (Nature) 04 Authority (Protective) 06 Mechanical 06 Industrial 07 Business Detail 08 Selling (Persuasive) 09 Accommodating 10 Humanitarian 11 Leading/Influencing (Social-Business) 12 Physical Performing	

RESOURCES

Career Skills textbook, Chapter 3

Worker Trait Group Guide textbook

Instructions for adaptable games (see Appendix)

Handouts for:

A. Career Interest Areas
    1. Matching Interest Areas and Jobs
    2. Interest Area Quiz
    3. Name that Interest Area
    4. Career Interest Area Match

B. Cluster Classifications
    1. The Clustering System for Classifying Jobs
    2. Fifteen Occupational Clusters
    3. Cluster Functions
    4. Matching Occupational Titles to Clusters

FIFTEEN OCCUPATIONAL CLUSTERS

The U. S. Office of Education has grouped all jobs into 15 different groups called clusters. Below are the 15 clusters and some careers in each cluster.

AGRICULTURE (AGRIBUSINESS)
- Farmer
- Wildlife & Conservation technician
- Agronomist
- Horse breeder
- Agricultural engineer
- Entomologist

PUBLIC SERVICE
- Teacher
- Lawyer
- Armed forces
- Firefighter
- F.B.I. agent
- Census clerk

HOSPITALITY & RECREATION
- Stuntperson
- Recreation specialist
- Hotel manager
- Ski instructor
- Professional athlete
- Chef

MARINE SCIENCE
- Fish culturist
- Oceanographer
- Aquanaut
- Hydrologist
- Marine biologist
- Research technician

TRANSPORTATION
- Airplane pilot
- Cab driver
- Air traffic controller
- Mercant Marine
- Truck driver
- Steward/stewardess

BUSINESS & OFFICE
- Accountant
- Computer programmer
- Bank teller
- Receptionist
- Bookkeeper
- Insurance underwriter

NATURAL RESOURCES & ENVIRONMENT
- Urban planner
- Forest ranger
- Geodesist
- Sociologist
- Soil conservationist
- Environmental engineer

MANUFACTURING
- Tool designer
- Millwright
- Electrical engineer
- Machinist
- Foreman
- Sheet metal worker

PERSONAL SERVICES
- Tailor
- Waiter/waitress
- Travel guide
- Cosmetologist
- Marriage counselor
- Masseur/masseuse

CONSUMER EDUCATION & HOME ECONOMICS
- Homemaker
- Dietician
- Credit manager
- Home economist
- Nutritionist
- Consumer aff. mgr.

HEALTH
- Medical technician
- Practical nurse
- Audiologist
- Veterinarian
- Physical therapist
- Dental hygienist

COMMUNICATIONS & MEDIA
- Television producer
- Technical writer
- Graphic artist
- Cameraperson
- Stagehand
- Disc jockey

MARKETING & DISTRIBUTION
- Market researcher
- Mail/Stockroom clerk
- Salesperson
- Retail store manager
- Statistical typist
- Newspaper circulation manager

CONSTRUCTION
- Carpenter
- Surveyor
- Pipefitter
- Stonemason
- Draftsman
- Architectural engineer

FINE ARTS & HUMANITIES
- Clothing designer
- Historian
- Astronomer
- Cartoonist
- Playwright
- Opera singer

NAME THAT INTEREST AREA!

Match Interest Area with JOB!

JOB		INTEREST AREA	
A.	Taxi driver	_____ 1.	Artistic
B.	Cartoonist	_____ 2.	Scientific
C.	Animal Trainer	_____ 3.	Nature/plants and animals
D.	Chemist	_____ 4.	Authority/protective
E.	Juggler	_____ 5.	Mechanical
F.	Electrician	_____ 6.	Industrial
G.	Nurse	_____ 7.	Business detail
H.	Assembly Line Worker	_____ 8.	Persuasive/selling
I.	Teller	_____ 9.	Accommodating
J.	Lawyer	_____10.	Humanitarian
K.	Real Estate Salesperson	_____11.	Social business/leading influencing
L.	Police Officer	_____12.	Physical performing

CAREER INTEREST AREA MATCH

Name _____

Date _____

Match and give the name for each Career Interest Area:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

A. Repetitive, concrete, organized activities in a factory setting

B. Accuracy and attention to details, usually in an office setting

C. Interest in catering to and serving others

D. Physical activity performed before an audience

E. Protecting people and their property

F. Helping others with mental, spiritual, social, physical, and vocational concerns

G. Applying mechanical principles to practical situations using tools

H. Sales and promotional techniques

I. Researching and collecting data about the natural world applying to medical life or physical problems

J. Leading and influencing others through verbal and numerical abilities

K. Physical care for plants and animals, usually outdoors

L. Creative expression of feelings and ideas

The Fifteen Occupational Clusters: A BEFT CCCMMM HHPP.

A

B

E

F

T

C
C
C — 3**C**'s

M
M
M — 3**M**'s

H
H — 2**H**'s

P
P — 2**P**'s

The first letter of each of the fifteen clusters spells: A BEFT CCC MMM HH PP.

A BEFT CAN HELP YOU REMEMBER THE FIFTEEN CLUSTERS

A gribusiness and Natural Resources

B usiness and Office

E nv ronment

F ine Arts and Humanities

T ransportation

Remember, A Beft is three centimeters tall and the abbreviation is cm:

C ommunication and Media

C onstruction

C onsumer and Homemaking

M anufacturing

M arketing and Distribution

M arine Science

H ealth

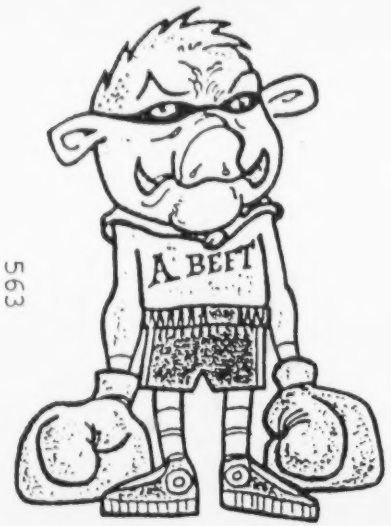
H ospitality and Recreation

P ersonal Services

P ublic Services

Definition of A BEFT: Small animal of immense strength.

A BEFT



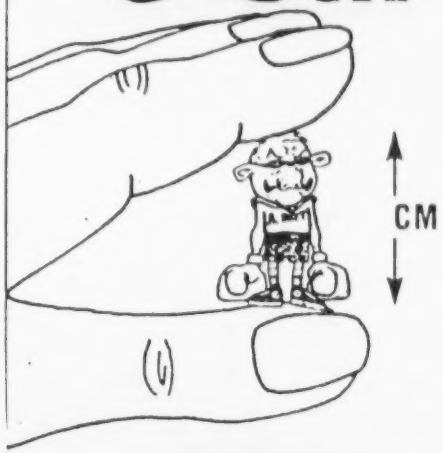
563

A SMALL ANIMAL OF IMMENSE STRENGTH

591

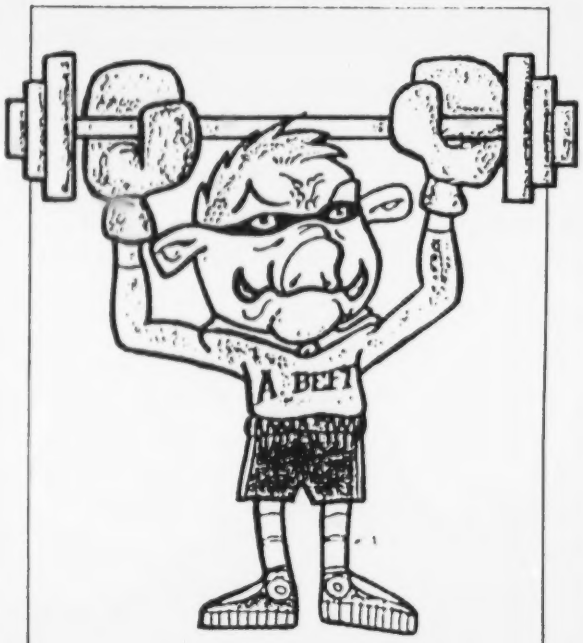
A BEFT is three centimeters tall.

3 CM



THREE CENTIMETERS= A LITTLE MORE THAN 1 INCH

A BEFT is two horsepower strong



2HP

(HORSE POWER)

592

A Beft can help you remember the fifteen clusters:

A _____

B _____

E _____

F _____

T _____

Remember, A Beft is three centimeters tall and the abbreviation is cm:

C _____

C _____

C _____

m _____

m _____

m _____

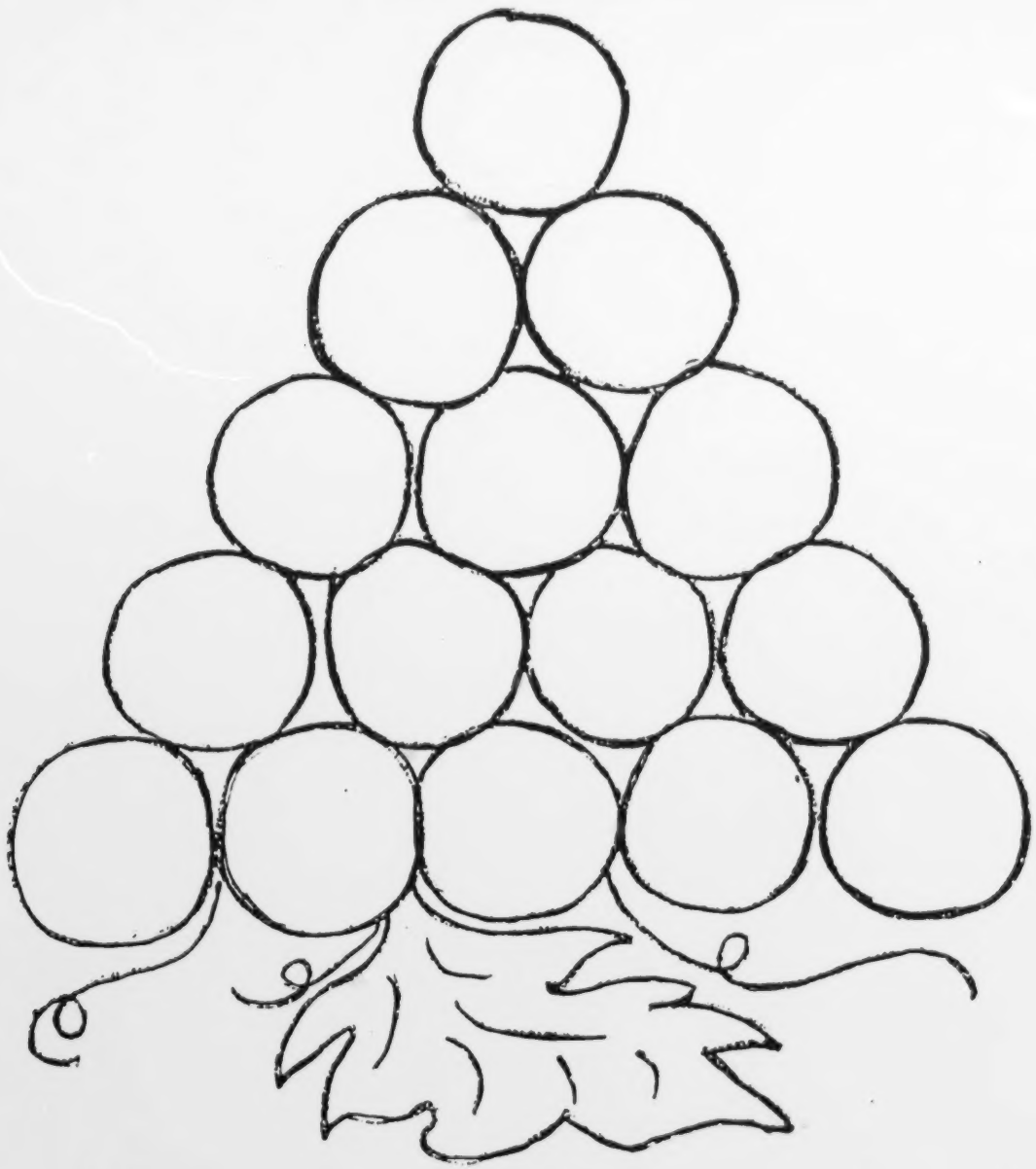
H _____

H _____

P _____

P _____

Can you name the fifteen occupational clusters?



"Cluster of Grapes"

THE CLUSTERING SYSTEM FOR CLASSIFYING OCCUPATIONS

This is the clustering system used for the 15 United States Department of Education Clusters.

Function cluster means grouping occupations according to the special purpose or primary function of the work which is performed. For example, the HEALTH cluster includes all jobs related to the prevention, diagnosis and treatment of illnesses.

Each cluster in the system includes various skill levels, from the entry level through the skilled, technical and professional levels. It also includes jobs which require varying degrees of training, education and responsibility on the job.

The titles of the clusters and a symbol which represents each one are shown below.

AGRI-BUSINESS

ENVIRONMENTAL & NATL. RES.

MARINE SCIENCE

BUSINESS & OFFICE

FINE ARTS & HUMANITIES

MARKETING & DISTRIBUTION

COMMUNICATION & MEDIA

HEALTH

PERSONAL SERVICES

CONSTRUCTION

HOSPITALITY/ RECREATION

PUBLIC SERVICES

CONSUMER/ HOMEMAKING

MANUFACTURING

TRANSPORTATION

FUNCTION CLUSTERS SEEK AND FIND PUZZLE

E N V I R O N M E N T A L C O N T R O L A H
B P E R S O N A L S E R V I C E O C E P G O
M U A S D F G H J K U I E I N G S O N E R S
A B S C D E F G J K E I U Y N F E N V U I P
R L F I N E A R T S T E R I R Y P S I B B I
K I N G N A N C Y K I N R I F L E T R O U T
E C L U E E N G L I S U N C L E R R O R S A
T S Y T R O S S I T T F G H J K H U M E I L
I E A R E N O S K C Y T K N D G J C E Y N I
N R U Y T N H E A L T H P L D E C T N E E T
G V M N H J K F U N O I L O N O M I T A S Y
A I H E N R U Y N A D I D S I S I O A U S T
N C M A I N C A I L I O U I C E R N L P O C
D E T C A I C E W Z O P F U I C A I C L C A
D S A M A D F L K J U U W F W E C E O I D E
I D F U C U Y B A K E V U E K N A B N Y I Y
S C O N S U M E R A N D H O M E M A K I N G
M A R I N E S C I E N C E U C A R E E R S I
M A N U F A C T U R I N G S C L U S T E R S
N O I T A T R A N S P O R T A T I O N Y I E
C O M M U N I C A T I O N A N D M E D I A O

1. AGRIBUSINESS
2. ENVIRONMENTAL CONTROL
3. MARINE SCIENCE
4. BUSINESS AND OFFICE
5. COMMUNICATION AND MEDIA
6. MARKETING AND DISTRIBUTION
7. TRANSPORTATION
8. CONSTRUCTION
9. FINE ARTS
10. PERSONAL SERVICE
11. CONSUMER AND HOMEMAKING
12. HOSPITALITY
13. HEALTH
14. PUBLIC SERVICE
15. MANUFACTURING

CLUSTER FUNCTIONS

This activity is a way to help you recognize the purpose of work done in each of the function clusters.

DIRECTIONS: Use the list of the 15 clusters on the "Function Clusters Seek and Find Puzzle". Write the number beside the cluster for your answer.

_____ 1. PROTECTION AND WISE USE OF AIR, FORESTS, WATER, SOIL AND ANIMAL LIFE.

_____ 2. PLAN, BUILD OR MAINTAIN STRUCTURES.

_____ 3. MEETING NEEDS OF PERSONS ENGAGED IN LEISURE-TIME PURSUITS.

_____ 4. TRANSMITTING OF MESSAGES BETWEEN INDIVIDUALS SEPARATED BY TIME AND/OR SPACE.

_____ 5. DESIGN, OPERATE AND MAINTAIN SYSTEMS AND EQUIPMENT FOR MOVING PEOPLE AND FREIGHT.

_____ 6. IMPROVEMENT AND CARE OF INDIVIDUALS - THEIR PERSONAL POSSESSIONS, THEIR PHYSICAL POSSESSIONS, PHYSICAL APPEARANCE AND GENERAL COMFORT.

_____ 7. DEVELOPING, PROMOTING, TRANSMITTING AND PRESERVING SOCIAL, MORAL AND AESTHETIC VALUES OF A CULTURE.

_____ 8. PREVENTION, DIAGNOSIS, TREATMENT AND REHABILITATION - PEOPLE/ANIMALS.

_____ 9. IMPROVEMENT OF FAMILY AND COMMUNITY LIFE.

_____ 10. INVOLVED IN PROCESSING MATERIALS AND PRODUCING GOODS.

_____ 11. WORKERS GROW, PROCESS AND DISTRIBUTE PRODUCTS THAT WE USE FOR FOOD, CLOTHING AND SHELTER.

_____ 12. WORKERS STUDY, DEVELOP, CULTIVATE OR HARVEST MARINE LIFE AND OTHER OCEAN RESOURCES.

_____ 13. WORKERS MANAGE AND OPERATE TAX-SUPPORTED AND NON-PROFIT AGENCIES.

_____ 14. PROMOTE THE BUYING AND SELLING OF GOODS AND SERVICES.

_____ 15. WORKERS ARE RESPONSIBLE FOR GENERATING, CLASSIFYING, RECORDING EVALUATING AND/OR COMMUNICATING THE INFORMATION THAT MUST BE PROCESSED IN ANY BUSINESS.

CLUSTER FUNCTIONS

ANSWER KEY

This activity is a way to help you recognize the purpose of work done in each of the function clusters.

DIRECTIONS: Use the list of the 15 clusters on the "Function Clusters Seek and Find Puzzle". Write the number beside the cluster for your answer.

__2__ 1. PROTECTION AND WISE USE OF AIR, FORESTS, WATER, SOIL AND ANIMAL LIFE.

__8__ 2. PLAN, BUILD OR MAINTAIN STRUCTURES.

__12__ 3. MEETING NEEDS OF PERSONS ENGAGED IN LEISURE-TIME PURSUITS.

__5__ 4. TRANSMITTING OF MESSAGES BETWEEN INDIVIDUALS SEPARATED BY TIME AND/OR SPACE.

__7__ 5. DESIGN, OPERATE AND MAINTAIN SYSTEMS AND EQUIPMENT FOR MOVING PEOPLE AND FREIGHT.

__10__ 6. IMPROVEMENT AND CARE OF INDIVIDUALS - THEIR PERSONAL POSSESSIONS, THEIR PHYSICAL POSSESSIONS, PHYSICAL APPEARANCE AND GENERAL COMFORT.

__9__ 7. DEVELOPING, PROMOTING, TRANSMITTING AND PRESERVING SOCIAL, MORAL AND AESTHETIC VALUES OF A CULTURE.

__13__ 8. PREVENTION, DIAGNOSIS, TREATMENT AND REHABILITATION - PEOPLE/ANIMALS.

__11__ 9. IMPROVEMENT OF FAMILY AND COMMUNITY LIFE.

__15__ 10. INVOLVED IN PROCESSING MATERIALS AND PRODUCING GOODS.

__1__ 11. WORKERS GROW, PROCESS AND DISTRIBUTE PRODUCTS THAT WE USE FOR FOOD, CLOTHING AND SHELTER.

__3__ 12. WORKERS STUDY, DEVELOP, CULTIVATE OR HARVEST MARINE LIFE AND OTHER OCEAN RESOURCES.

__14__ 13. WORKERS MANAGE AND OPERATE TAX-SUPPORTED AND NON-PROFIT AGENCIES.

__16__ 14. PROMOTE THE BUYING AND SELLING OF GOODS AND SERVICES.

__4__ 15. WORKERS ARE RESPONSIBLE FOR GENERATING, CLASSIFYING, RECORDING EVALUATING AND/OR COMMUNICATING THE INFORMATION THAT MUST BE PROCESSED IN ANY BUSINESS.

CLASSIFYING CIRCLES

MATERIALS

Fifteen Occupational Clusters
Pattern for 6-inch circle
Markers
Glue
Scissors
Magazines

BACKGROUND INFORMATION

The U. S. Office of Education has grouped all jobs into 15 different clusters. Since there are more than 20,000 jobs available, it is impossible to learn all of them. By grouping all the jobs into 15 clusters, the U. S. Office of Education has made it easier for you to learn the different groups.

In this activity, you will identify the clusters and also will find a job that belongs in the clusters assigned to you.

You will record the name of the cluster on a circle and paste a picture representing a job on the reverse side of your circle. The circles can be displayed on a bulletin board and may also be used as flashcards by groups of students.

INSTRUCTIONS:

1. Use the pattern for a circle to draw the circle. Then cut out the circle.
2. You will be assigned certain clusters in each group.
3. Write the name of the cluster on one side of the circle with a marker.
4. Find a picture in a magazine to illustrate a job in each cluster assigned to you.
5. Glue the picture on the reverse side of the circle.

MATCHING OCCUPATIONAL TITLES TO CLUSTERS

DIRECTIONS: MATCH THE FOLLOWING CLUSTERS WITH A JOB TITLE.

	JOB TITLE		CLUSTER
_____	1. Opera Singer	A.	Agriculture (Agribusiness)
_____	2. Dental Hygienist		
_____	3. Disc Jockey		
_____	4. Newspaper Circulation Manager	B.	Business & Office
_____	5. Bank Teller	C.	Health
_____	6. Urban Planner		
_____	7. Machinist	D.	Public Service
_____	8. Travel Guide		
_____	9. Nutritionist	E.	Natural Resources & Environment
_____	10. Entomologist		
_____	11. Fire Fighter		
_____	12. Ski Instructor	F.	Manufacturing
_____	13. Oceanographer		
_____	14. Steward/stewardess	G.	Personal Services
_____	15. Architectural Engineer	H.	Consumer Education & Home Economics
_____	16. Wildlife & Conservation Technician	I.	Communications & Media
_____	17. Computer Programmer		
_____	18. Practical Nurse	J.	Hospitality & Recreation
_____	19. Teacher (Any Subject)	K.	Marketing & Distribution
_____	20. Forest Ranger		
_____	21. Graphic Artist	L.	Marine Science
_____	22. Professional Athlete		
_____	23. Tool Designer	M.	Construction
_____	24. Salesperson		
_____	25. Fish Culturist	N.	Transportation
_____	26. Cosmetologist		
_____	27. Stonemason	O.	Fine Arts & Humanities
_____	28. Air Traffic Controller		
_____	29. Dietician		
_____	30. Playwright		

MATCHING OCCUPATIONAL TITLES TO CLUSTERS

ANSWER KEY

DIRECTIONS: MATCH THE FOLLOWING CLUSTERS WITH A JOB TITLE.

	JOB TITLE
O	1. Opera Singer
C	2. Dental Hygienist
I	3. Disc Jockey
K	4. Newspaper Circulation Manager
B	5. Bank Teller
D	6. Urban Planner
F	7. Machinist
N	8. Travel Guide
C/H	9. Nutritionist
E	10. Entomologist
D	11. Fire Fighter
J	12. Ski Instructor
L	13. Oceanographer
J/N	14. Steward/stewardess
M	15. Architectural Engineer
E	16. Wildlife & Conservation Technician
B	17. Computer Programmer
C	18. Practical Nurse
D	19. Teacher (Any Subject)
E/J	20. Forest Ranger
K	21. Graphic Artist
J	22. Professional Athlete
F	23. Tool Designer
K	24. Salesperson
L	25. Fish Culturist
G	26. Cosmetologist
M	27. Stonemason
N	28. Air Traffic Controller
C/H	29. Dietician
O	30. Playwright

CLUSTER	
A.	Agriculture (Agribusiness)
B.	Business & Office
C.	Health
D.	Public Service
E.	Natural Resources & Environment
F.	Manufacturing
G.	Personal Services
H.	Consumer Education & Home Economics
I.	Communications & Media
J.	Hospitality & Recreation
K.	Marketing & Distribution
L.	Marine Science
M.	Construction
N.	Transportation
O.	Fine Arts & Humanities

MATCHING INTEREST AREAS TO JOBS

The purpose of this activity is to help you learn to recognize jobs that match interest areas.

Directions: Match each interest area in column B to a career in column A.

Column A	Column B
_____ 1. Fire Fighter	A. Artistic
_____ 2. Auto Mechanic	B. Scientific
_____ 3. Inspector	C. Plants and Animals/Nature
_____ 4. Sales Representative	D. Protective/Authority
_____ 5. Actor	E. Mechanical
_____ 6. Biologist	F. Industrial
_____ 7. Teacher	G. Business Detail
_____ 8. Waitress	H. Selling/Persuasive
_____ 9. Athlete	I. Accommodating
_____ 10. Principal	J. Humanitarian
_____ 11. Secretary	K. Leading/Influencing /Social Business
_____ 12. Florist	L. Physical/Performing

Directions: Match each cluster in Column B to a career in Column A.

Column A	Column B
_____ 1. Farmer	A. Marketing an Distribution
_____ 2. Secretary	B. Personal Services
_____ 3. Newspaper Reporter	C. Natural Resources & Environment
_____ 4. Carpenter	D. Public Service
_____ 5. Musician	E. Marine Science
_____ 6. Child care worker	F. Transportation
_____ 7. Physician	G. Manufacturing
_____ 8. Cruise Director	H. Hospitality and Recreation
_____ 9. Welder	I. Consumer Education and Home Economics
_____ 10. Captain of a boat	J. Health
_____ 11. Advertising Agent	K. Business and Office
_____ 12. Fish and Game Warden	L. Fine Arts and Humanities
_____ 13. Cosmetologist	M. Construction
_____ 14. Police Officer	N. Communication and Media
_____ 15. Airline Pilot	0. Agribusiness

MATCHING INTEREST AREAS TO JOBS
ANSWER KEY

The purpose of this activity is to help you learn to recognize jobs that match interest areas.

Directions: Match each interest area in column B to a career in column A.

Column A		Column B
D	1. Fire Fighter	A. Artistic
E	2. Auto Mechanic	B. Scientific
F	3. Inspector	C. Plants and Animals/Nature
H	4. Sales Representative	D. Protective/Authority
A	5. Actor	E. Mechanical
B/C	6. Biologist	F. Industrial
K	7. Teacher	G. Business Detail
I	8. Waitress	H. Selling/Persuasive
L	9. Athlete	I. Accommodating
K	10. Principal	J. Humanitarian
G	11. Secretary	K. Leading/Influencing /Social Business
A	12. Florist	L. Physical-Performing

Directions: Match each cluster in Column B to a career in Column A.

Column A		Column B
O	1. Farmer	A. Marketing an Distribution
K	2. Secretary	B. Personal Services
N	3. Newspaper Reporter	C. Natural Resources & Environment
M	4. Carpenter	D. Public Service
L	5. Musician	E. Marine Science
I	6. Child care worker	F. Transportation
J	7. Physician	G. Manufacturing
H	8. Cruise Director	H. Hospitality and Recreation
M	9. Welder	I. Consumer Education and Home Economics
F	10. Captain of a boat	J. Health
A	11. Advertising Agent	K. Business and Office
C	12. Fish and Game Warden	L. Fine Arts and Humanities
B	13. Cosmetologist	M. Construction
D	14. Police Officer	N. Communication and Media
F	15. Airline Pilot	O. Agribusiness

CAREER INTEREST AREAS

Interest in creative expression of feelings or ideas.

Ex.: Reporter, Photographer, Actor, Musician, Dancer, Model, Artist.

Interest in researching information about the natural world and applying that to problems in life or physical sciences and medicine.

Ex.: Meteorologist, Veterinarian, Chemist, Marine Biologist, Medical Doctor, Lab Technician.

Interest in activities involving plants and animals, usually in an outdoor setting.

Ex.: Farmer, Forester, Fisherman, Horticulturist, Animal Trainer, Logger, Nursery Worker.

Interest in the use of influence or authority to protect people and property.

Ex.: Policeman, Fireman, Fish & Game Warden, Security Guard, FBI, Military.

Interest in applying mechanical principles to practical situations using machines, handtools, or techniques.

Ex.: Engineer, Pilots, Truck Driver, Carpenter, Heavy-Equipment Operator, Helper (any job), Plumber, electrician.

Interest in repetitive, hands-on activities in a factory setting.

Ex.: Assembler, Machine Worker, (in Metal, Wood, Paper, Textiles), Shop Foreman.

Interest in activities requiring accuracy and attention to detail in an office setting.

Ex.: Secretary, Bookkeeper, Accountant, File Clerk, Computer & Switchboard Operators.

Interest in persuading others using sales and advertising techniques.

Ex.: Sales Person, Real Estate Broker, Sales Representative, Vendor, Car Salesperson.

Interest in catering to and serving the desires of others.

Ex.: Cosmetologist, Flight Attendant, Tour Guide, Ticket Agent, Barber, Baggage Handler.

Interest in helping others with their metal, spiritual social, physical, or vocational needs.

Ex.: Social Worker, Nurse, Therapist, Child Care Worker, Geriatric Worker.

Interest in leading and influencing others through activities using thinking, speaking, and math skills.

Ex.: Teacher, Lawyer, Manager, Psychologist, Executive, Stock Broker.

Interest in physical activities performed before an audience.

Ex.: Coach, Professional Athlete, Referee, Race Car Driver, Jockey.

TWELVE CAREER INTEREST AREAS

01 Artistic - People who like to draw, make things from wood or clay, sing, play the piano, dance, tell jokes, use tools for printing or cutting, repair things, model clothing in fashion show.

02 Scientific - People who like to pick up unusual rocks, look for small differences among them, try to find out what kind of rocks they are, plant seeds, try ways to help the plants grow betting, study leaves and wild flowers.

03 Nature/Plants and Animals - People who like to take care of plants, including planting, watering, spraying, and trimming them. People who like to take care of animals, including feeding, training, and exercising.

04 Protective/Authority - People who try to protect other people from being hurt. Workers enforce laws and the workers protect people, animals, and property form danger or injury.

05 Mechanical - People who like to use hand tools, power tools, make small, useful things, like to measure and follow a plan when the make things.

06 Industrial - People who use tools and machines to make things by mass production. This means that each worker does one job toward making a product and he or she does the same job on each item.

07 Business Detail - People who like to talk on the telephone, take messages for someone, deliver letters, take calls for taxicabs, operate the scoreboard at a basketball game,deliver the mail on a rural route.

08 Selling/Persuasive - People who like to demonstrate products for people, phone people about something you are selling, sell items in a store, write ads to sell items.

09 Accommodating - People who like to help other people whether in a restaurant, on a plane,in a hotel, in a barber shop, show people to their seats in a theater, etc.

10 Humanitarian - People like to care for babies and children, enjo talking with old people, work in a nursing home, be a nurse.

11 Leading/Influencing/Social Business - People who enjoy teaching, explaining things, keeping order, protecting people's rights.

12 Physical Performing - People who enjoy some type of physical sport.

SYMBOL/TITLE CARDS FOR INTEREST AREAS

MATERIALS

Symbols/title cards
Definition cards

BACKGROUND INFORMATION

As students explore occupations, there are too many jobs to study each one individually

"Career Interest Areas" is one way to group or classify occupations. This system groups occupations which are satisfying to people with similar work interest and abilities.

This activity will help students learn the name and symbol for each Interest Area. They should also become familiar with a way to define each area and match occupational titles to the correct interest area.

INSTRUCTIONS

1. Examine the 12 symbol/title cards.
2. Read and discuss the 12 Interest Area definitions.
3. Lay the definition cards face up on the table.
4. Match the symbol/title cards to the definition card by placing the two matching cards together.
5. When the group is satisfied with the matches, ask the teacher to check the matches for correctness.
6. Each member of the group will receive the same score.

INTEREST AREA QUIZ

IDENTIFY CAREER INTEREST AREA SYMBOL.

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

NAME A JOB FOR EACH CAREER INTEREST AREA.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

KEY

Interest Area Quiz

Identifying Symbols

Artistic	Scientific	Plants & Animals	Protective
Mechanical	Industrial	Business Detail	Selling
Accommodating	Humanitarian	Leading & Influencing	Physical Performing

Name jobs for each Career Interest Area
(answers will vary)

COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 005.00 The learner will research occupational information and demonstrate related skills.

OBJECTIVE: 005.02 List information needed to examine an occupation.

TIME: 1 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
A. Work description B. Duties C. Education/Training/ Licensing D. Salary/Fringe benefits E. Job outlook F. Working Conditions G. Related occupations H. Personal qualifications	P2,3 Students will produce a list of terms indicative of information needed to explore work information. <u>Note for the Teacher:</u> 1. Lead students in a discussion of what students would like to learn when researching a job of personal interest. 2. List their responses on the board, refining their suggestions to the categories on the handout sheet "How to Research a Job." 3. Provide example information for students to read for one occupation. Divide the students into small groups. Distribute the research handout to the students. 4. Instruct students to work together to complete the "Items to be investigated" section at the bottom of the handout. 5. Review for closure. C1, P2,3 Students will list work information for a job of their choice to prepare a visual report.

RESOURCES

Classroom reference materials (OOH, Exploratory Careers Kit, Magazines, etc.)

Handouts:

"How to Research a Career"
"Steps in Creating a Career Brochure"
"Preparing Career Cubes"

HOW TO RESEARCH A CAREER

. CLUSTER - Group of jobs that have common characteristics based upon description of the work.

. CAREER - A job that one selects and trains for as one's life's work.

. RESEARCH - The examination of a subject using several resources.

. JOB SIMULATION - An experience designed to be like a real work situation.

. DUTIES - Tasks a worker is required to perform on the job.

. SALARY - Money paid to the worker for tasks performed.

. WORKING CONDITIONS - The work environment including hours, type of work place, equipment worked with, persons and schedule expected.

. EDUCATION - Knowledge and course work required for a job.

. TRAINING - Skills taught or work experiences acquired for a job.

. FRINGE BENEFITS - Extras the employer provides for the worker such as sick leave, paid vacations, insurance.

. OUTLOOK - Future need for this type of work.

. PERSONAL QUALIFICATIONS - Characteristics of a successful worker.

. RELATED OCCUPATIONS - Jobs similar to the one being researched.

RESEARCH: The purpose of research is to learn more about the requirements and situation of the job.

Job Title: _____

Items to be investigated are:

1. Duties _____

2. Working Conditions _____

3. Education and Training _____

4. Salary _____

5. Fringe Benefits _____

6. Tools and Equipment _____

7. Future Outlook _____

8. Personal Qualifications _____

9. Related Occupations _____

ALWAYS ANSWER THESE QUESTIONS OR WRITE NA FOR "NOT APPLICABLE".

STEPS IN

CREATING A

CAREER BROCHURE

DIRECTIONS

Step #1 Fold an 8 1/2" x 11" sheet of paper into thirds.

Step #2 Design the cover to create interest in your readers. Use interesting lettering and illustrations.

Step #3 The inside and back spaces should tell about the job you chose.

Remember to include:

job description
duties or responsibilities
qualifications (personal)
outlook
pay and benefits
chances for advancement
work conditions
education

PREPARING CAREER CUBES

MATERIALS

Occupational Outlook Handbook
Guide to Occupational Exploration
Worker Trait Group Guide
Any career briefs
Pattern for geometric cube
Colored pencils or markers
Glue or tape
Scissors
Magazines

BACKGROUND INFORMATION

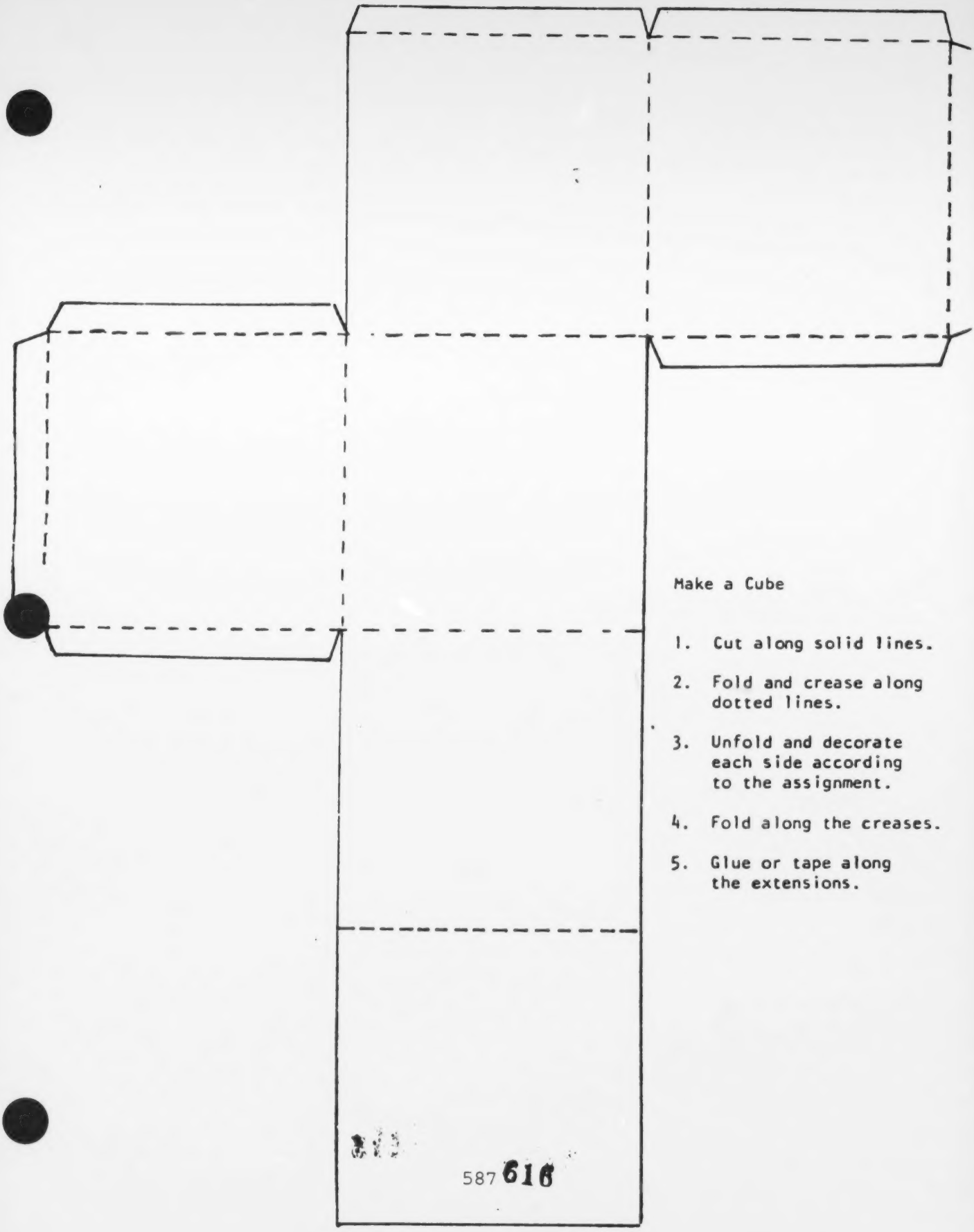
New inventions and new discouveies are changing the world of work. New Jobs appear and others fade away. This means that you probably will change jobs serveral times during your adult life.

For your first job and as you change jobs, it is important to know how to learn about the work.

In this activity you will find information about a job of you choice. Then you will record the information on cube which can be displayed for others to see.

INSTRUCTIONS

1. Use the pattern for a cube to draw and cut out the shape.
2. Select an occupational information resource book or career brief to use.
3. Using the book or briefs, select any occupation you would like to know more about.
4. Write the name of the occupation on one side of the cube.
5. Find the information about the job you selected.
6. Locate the major heading for information categories.
7. Write one of the categories in each of the 6 squares on the cube. For example: "Work performed" or "nature of work", "employment outlook" and "earnings".
8. Under each category, list or illustrate facts about the occupation you selected. You may use drawings, magazine pictures or key words to fill the sides of the cube with information.
9. Fold and tape/glue the cube according to the directions on the cube pattern.
10. Prepare to share the information with the class.



Make a Cube

1. Cut along solid lines.
2. Fold and crease along dotted lines.
3. Unfold and decorate each side according to the assignment.
4. Fold along the creases.
5. Glue or tape along the extensions.

587 616

COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 005.00 The learner will research occupational information and demonstrate related skills.

OBJECTIVE: 005.03 Identify occupational information resources.

TIME: 1 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
A. Textbooks B. References C. Computer programs	A2 1. Students will be attentive to resource materials information introduced by the teacher. Note for the Teacher: 1. Provide a list of resources available in your school. 2. Acquaint students with where the resources are located and procedures for using them. 3. Your list may include library books, filmstrips, telephone books, textbooks, videos, computer programs, magazines (Career World, Choices, Zillions, etc.), programmed materials (occu file, Exploratory Careers Kit, etc.). A2 2. Students will participate in a local field trip(s) to explore community employment resources. C1 3. Students will identify specific services of the Employment Security Commission.

RESOURCES

Local school resources
Handouts:

- Career World
- Occupational Outlook on Computer
- Occupational Information Resources Worksheet
- Choosing the Right Career
- County or Urban Adventure
- Employment Security Commission Questions to Consider

OCCUPATIONAL OUTLOOK ON COMPUTER

Use the Computer!

Go to the COMPUTER. Follow the instructions there.
Now pick any job you like and find the answers to these questions.

Answer the questions below. Get the answers from the OOH program on the computer:

1. What is the name of the job? _____

2. What are some things a person in this job will do? (duties) _____

_____

_____

3. Does this job work mainly with people or ideas or things? _____

4. What training do you need for this job? _____

_____

_____

5. What are the Working conditions? _____

_____

6. Is the work done inside or outside? _____

7. What is the outlook for this job? Good _____ Fair _____ Poor _____

8. List two places where you could write to find out more about this Job. (Sources of Additional Information)

1. _____ 2. _____

_____ _____

9. How much money could a person make on this job?_____

OCCUPATIONAL INFORMATION RESOURCES WORKSHEET

Name:_____ Date:_____ Period:_____

Getting Started

Name of Job:
Work Description:

Education needed:
Salary range:
Where jobs can be found

Expected growth:

Worker Trait Group Guide

Occupation:
Career Area:
Worker Trait Group:

Occupational Outlook Handbook

Occupation:
Training and Other Qualifications

Job Outlook:

Earnings:

Related Occupations:

Sources of additional information:

Mini Briefs

Career:
Eduction:
Subjects to study:

Salary:
Occupational future:

Fringe benefits:

Related choices:

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Where to write for more information:

1. Using the information you gathered on your "Using the Resources" worksheet, write:

   A) The name of the job
   B) The places you can write for more information:
      1. Name of company
      2. Complete address

2. Write a letter to the company requesting more information on your job.

   A) Name of company
   B) Reason you are writing
   C) Name of job
   D) Your return address and name
   E) Dear Sir or Madam, Sincerely, and your signature

3. Exchange papers with somebody, and proofread each other's work.

4. Write a final draft of your letter.
   (There can be no mistakes!)

5. Get an envelope and address it. Remember include zip code, and your return address.

6. Take the letter home and mail it.

7. Bring the response or information you receive back to school and share with your class.

Where to write for more information:

1. Using the information you gathered on your "Using the Resources" worksheet, write:

   A) The name of the job
   B) The places you can write for more information:
      1. Name of company
      2. Complete address

2. Write a letter to the company requesting more information on your job.

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   (There can be no mistakes!)

5. Get an envelope and address it. Remember include zip code, and your return address.

6. Take the letter home and mail it.

7. Bring the response or information you receive back to school and share with your class.

Name _____

Period _____

Date _____

CHOOSING THE RIGHT CAREER

Reference: Textbook: Choosing The Right Career (or Worker Trait Group Guide) and your "Career Ara Interest Checklist" (Interest Survey)

1. Write the name of the interest group in which you:
   a) had the highest score _____, and
   b) give a definition of this group _____

   _____

   (Use the definition on the Career Area Interest Checklist)

2. Sketch the symbol for your interest group. You will find this symbol on your "Career Area Interest Checklist" and in the book beside the chapter heading.

3. a) List the work groups which you will find on the first page of your chapter in the section titled "Work Groups". (Note: There will be two to five groups.)

   _____

   _____

   _____

   _____

   b) Circle the work group you are going to study. Look through the chapter and give the page number for the group you circled.

   _____.

4. Find the page number you gave in answer to 3b and read the section entitled "What Kind of Work Would You Do?" Tell what kind of work a person might do. _____

_____

_____

5. List four skills and abilities a person would need to work in this area. These must come from the book.

1. _____ 3. _____

2. _____ 4. _____

6. Answer in complete sentences any 3 questions from the section in the textbook entitled "Could You Do This Kind of Work? And Would Your Like It?"

_____

_____

_____

7. What kind of education or training does a person need for this work? (Look in the section entitled "How Could You Learn this Kind of Work"

_____

_____

8. What are the working conditions? To find the answer, turn the page in your text and study the pictures and material marked "Working conditions."

_____

_____

_____

9. List at least 8 jobs in this group. Use your text and other references to do this. Circle one job to study that you have not studied before.

_____ _____

_____ _____

_____ _____

_____ _____

1. *Local Chamber of Commerce*

2. *City Hall/Law Enforcement Building*
   - *Mayor's Office*
   - *Crime Lab Museum*
   - *Crime Prevention Office*

3. *County Courthouse*
   - *Traffic Court*
   - *Sheriff's Department*
   - *Jail*

4. *Board of Elections*
   - *Learn to operate voting machine*

5. *Bus Ride/Street Attractions*

6. *Downtown Scenic Attractions*
   - *Buildings*
   - *Sculptures*
   - *Square*
   - *Gardens*

7. *Urban Wildlife*
   - *Refuge*
   - *Zoo*
   - *Sanctuaries*

8. *Large Mall*

9. *Library*
   - *Obtain library card*

10. *Theater/Little Theater*

11. *Museums*

12. *Dine Out*
   - *Try a new taste/Ethnic*

13. *Cemetery*
   - *Oldest Tombstone/Family*
   - *Oldest Person*
   - *Tombstone rubbing*

14. *Miscellaneous*
   - *Hospital*
   - *Fire Department*
   - *Senior Citizen Home*
   - *College Campus*

A View From the Classroom

Conduct a field trip to various places to help students explore jobs, environmental surroundings, and community services offered where they live.

Employment Security Commission

QUESTIONS TO CONSIDER

Note: Everyone needs to feel appreciated. Be sure your students are prepared for their speaker.

1. What jobs/companies have the best employment opportunities? Why do they have more job listings?

2. What type of training is required for most employment opportunities?

3. What government jobs are available?

4. Are most of your clients male or female?

5. What percentage of job placement do you have?

6. Do you provide any training?

7. What type of testing can you provide?

8. What information would one need to take when applying for a job with your agency?

9. What are the advantages/disadvantages of going with a government employment office as opposed to a private employment agency.

10. How do I make a good impression on a prospective employer?

11. What tips can you give on interviewing, resumes, and job applications?

12. How could I obtain a social security card/number?

13. How old do I have to be to work for your company?

14. What type of jobs might I hold now?

15. What is the average pay? (for some my age)

16. What is a work permit?

17. How might I get one?

18. Are there any books/handouts you would recommend?

19. Explain the procedure I would go through if your agency were helping me to find a job.

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COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 005.00 The learner will research occupational information and demonstrate related skills.

OBJECTIVE: 005.04 Use a variety of methods to investigate occupations.

TIME: 2 hours

OUTLINE	**STRATEGIES/ACTIVITIES**	
Research Interviews Classified advertisements Projects Games	C3	1. Students will examine occupational information by completing specific information surveys.
	P1,3	2. Students will conduct personal interviews to obtain occupational information.
	P2,3	3. Students will search for occupational information from the classified advertisements section of the newspaper.
	P2,3	4. Students will produce a Career Scrapbook or a Career Collage.
	P2,3	5. Students will demonstrate understanding of occupational information by participating in "Charades" or "What's My Line?"

RESOURCES

Classroom reference materials
Assorted occupational surveys
Interview forms
Occupational Cluster titles from classified advertisements
Career Cluster activity
Preparing a Career Scrapbook
Career Collages
Rules for "What's My Line?"
Charades

Your Own Bag

Choose a Worker Trait Group that is interesting to you. Use the GUIDE TO OCCUPATIONAL EXPLORATION to fill in the information needed to fill the career "bag." Do not try to write all of the information. Write those things that seem most important to you.

Worker Trait Group _____

List 3 jobs from the group

_____ _____ _____

What kind of work would you do?

It is important for you to:

Have you liked the following school subjects?

Would you like to work in places such as:

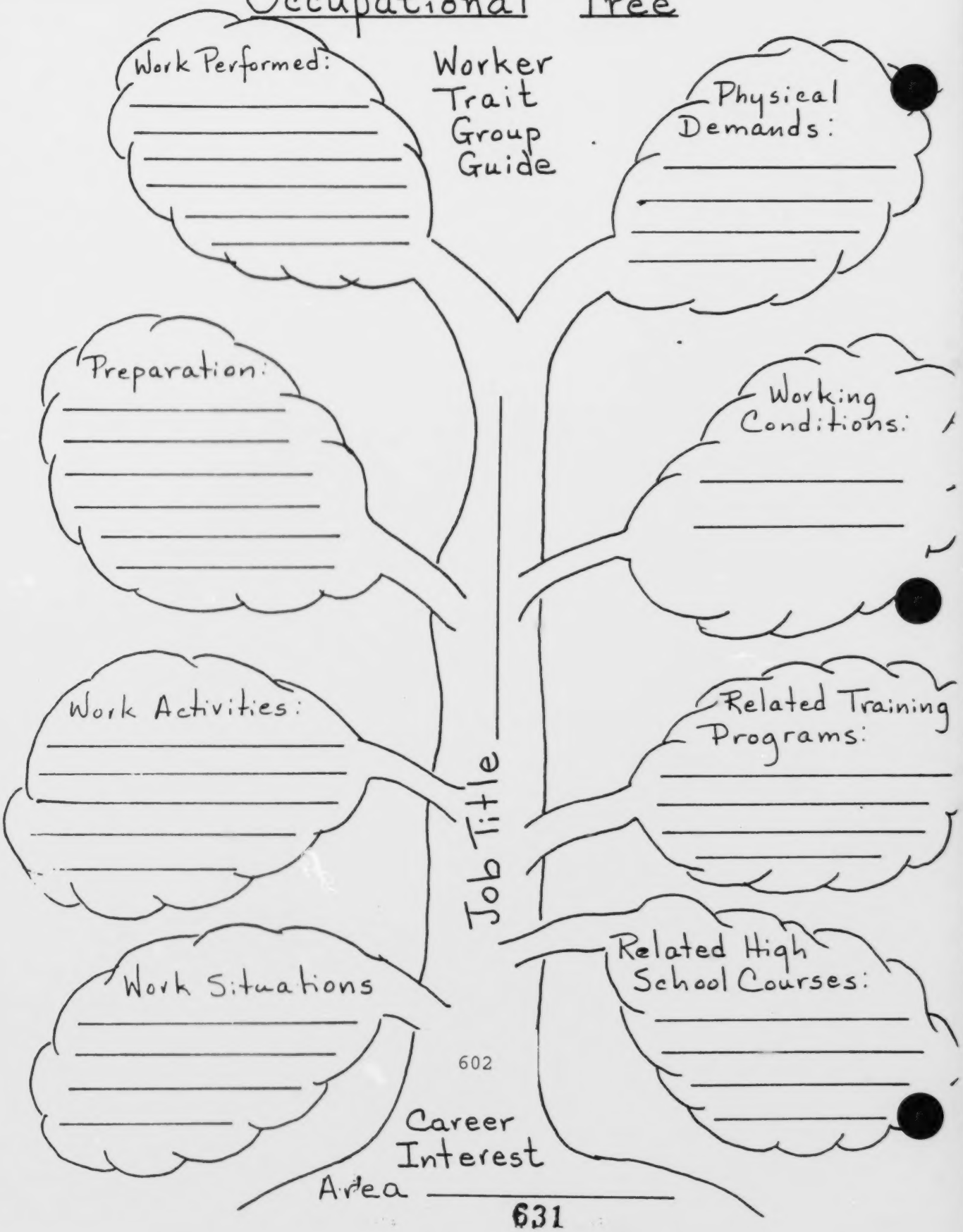
What skills & abilities do you need?

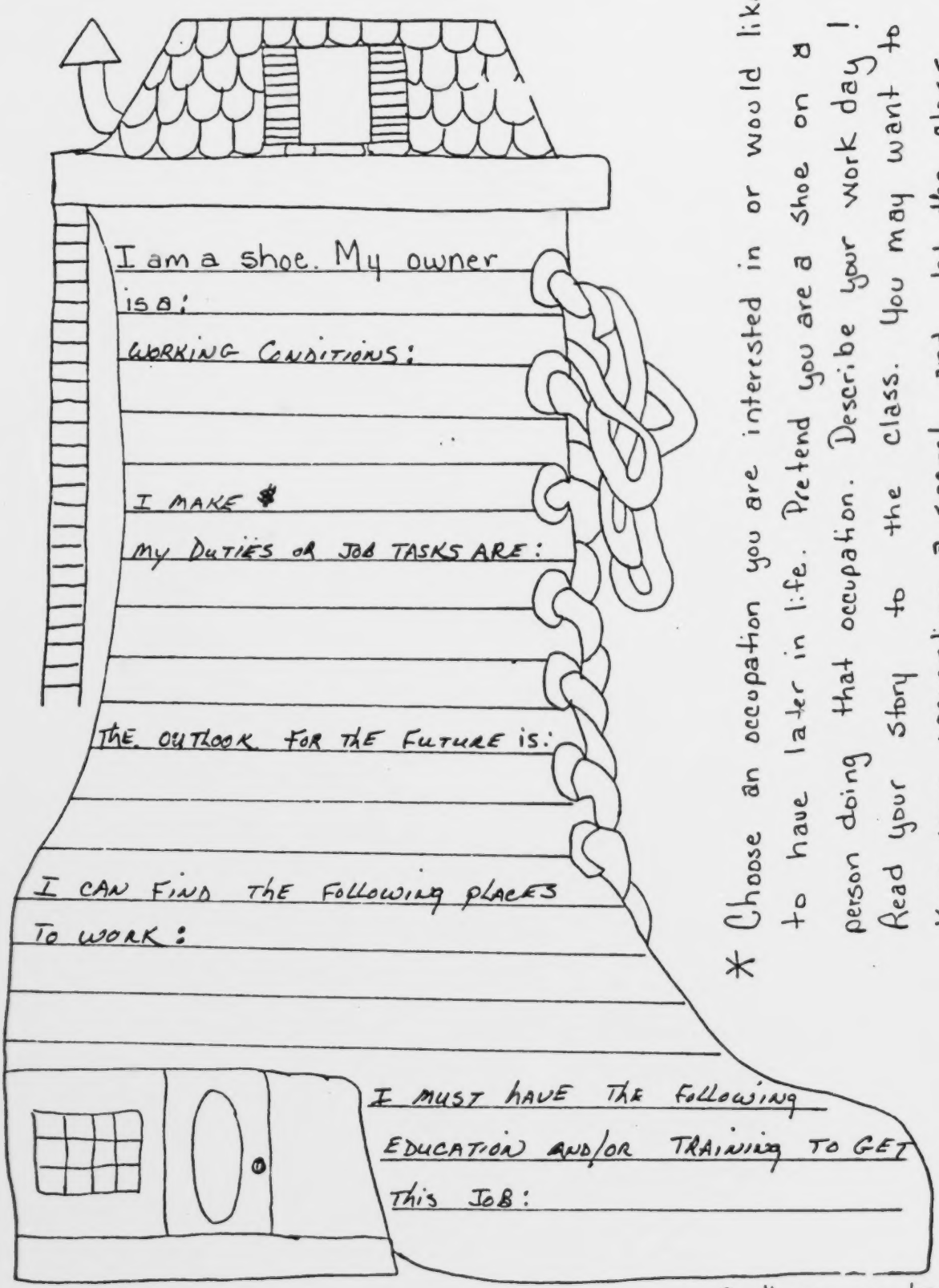
How can you prepare for these jobs?

What license or certificate is needed?

601

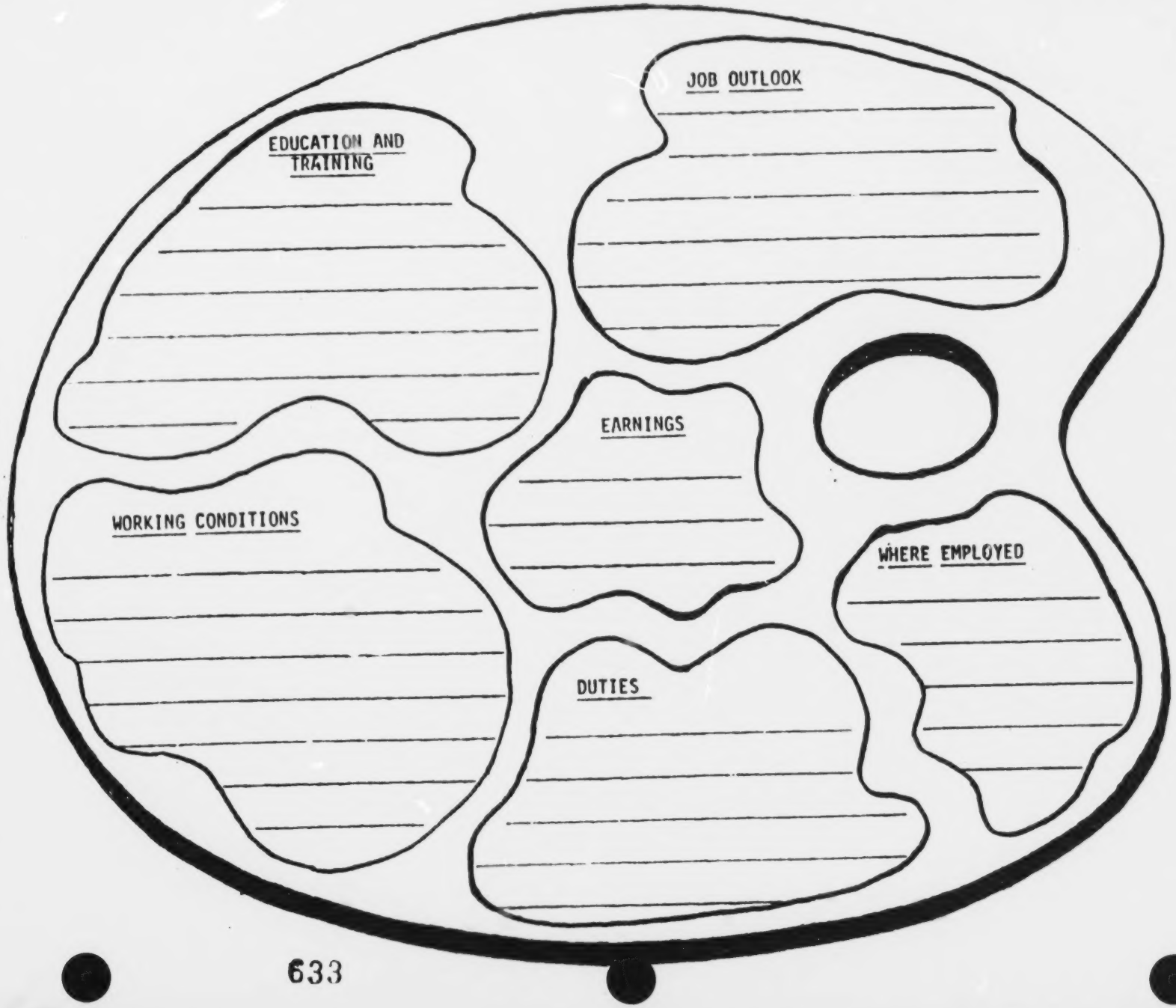
Occupational Tree




I am a shoe. My owner is a:
WORKING CONDITIONS:
I MAKE $
My DUTIES OR JOB TASKS ARE:
THE OUTLOOK FOR THE FUTURE IS:
I CAN FIND THE FOLLOWING PLACES TO WORK:
I MUST HAVE THE FOLLOWING EDUCATION AND/OR TRAINING TO GET THIS JOB:

* Choose an occupation you are interested in or would like to have later in life. Pretend you are a shoe on a person doing that occupation. Describe your work day! Read your story to the class. You may want to keep your occupation a secret and let the class decide the occupation from listening to the story.

Continue on back → IF NEEDED.



Occupational "Palette"

604

633

634

Name _____

Number _____

OCCUPATIONAL INFORMATION SURVEY

Occupation _____

1. This occupation is in the _____ worker trait group.

2. List a specific duty of a person employed in this occupation.

_____

_____

3. The number of employment opportunities in this occupation for the future will:

   (a) decrease
   (b) remain about the same (c) increase

4. The salary or wage for this occupation is _____.

5. The highest educational requirement for this occupation is:

   (a) on-the-job training
   (b) high school diploma
   (c) vocational/technical school
   (d) 4 years or more of college

6. The working conditions for this occupation include:

   (a) outdoors
   (b) indoors
   (c) both outdoors and indoors

7. List a special talent, ability, or personal characteristic needed for this occupation.

8. Name one related occupation.

_____

9. One tool or piece of equipment used in this occupation is a(n)

_____.

10. This occupation belongs in the _____ cluster.

OCCUPATION _____

Job Cluster _____

Career Interest Area _____

NATURE OF THE WORK _____

_____

_____

WORKING CONDITIONS _____

_____

_____

PLACES OF EMPLOYMENT _____

_____

_____

TRAINING, OTHER QUALIFICATIONS AND ADVANCEMENT _____

_____

_____

EMPLOYMENT OUTLOOK _____

_____

_____

EARNINGS _____

_____

_____

RELATED OCCUPATIONS _____

_____

_____

SOURCES OF ADDITIONAL INFORMATION _____

_____

_____

CAREER BRIEFS

Name of Job	Job Description	Training	Qualifications	Job Outlook

CAREER CHOICES IN NORTH CAROLINA

Occupation	Work Description	Education Needed	Salary Range	Where Found

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PARENT OCCUPATIONAL INTERVIEW

1. Name of job _____

   A. Where are you employed? _____

   B. What hours do you work? _____

2. Future employment prospects:

   What demand is there for this job? _____

3. What qualifications must you have for this job?

   A. Age? _____

   B. Skills required? _____

   C. What training do you need for this job? _____

   _____

   D. Physical requirements? _____

   _____

4. What are your feelings about this job?

   A. What do you like about it? _____

   _____

   B. What do you dislike about it? _____

   _____

   C. Would you choose the same job again? _____

   D. Would you want your child to enter the same field of work? _____ Why or why not? _____

5. How is the work environment?

   A. Is it clean? _____ Is it noisy? _____

   Is the temperature extremely hot or cold? _____

   B. Do you work alone or with others? _____

   C. Is your job dangerous? _____ If so, why? _____

   _____

6. Is your pay adequate for the work you do? _____

What kind of fringe benefits do you have? _____

_____

INTERVIEWER _____

DATE OF INTERVIEW _____

INTERVIEWEE _____

CAREER OF INTERVIEWEE _____

1. What kinds of work do you perform each day?

2. What special training and skills do you need for your job?

3. What do you enjoy most about your job?

4. How long have you done this work?

5. When did you choose this career? _____

   Why?

6. Do you have any advice for a student pursuing your career?

7. What courses did you take in school which helped you?

8. What courses do you wish you had taken?

OCCUPATIONAL CLUSTER TITLES

From Classified Ads

Directions: Find one classified as for each of the 15 occupational clusters. Cut out the ads and paste them in the correct squares.

Agribusiness & Natural Resources	Business & Office	Communications & Media
Consumer & Homemaking	Construction	Fine Arts & Humanities
Environmental	Manufacturing	Marketing & Distribution
Personal Services	Public Service	Marine Science
Hospitality & Recreation	Transportation	Health

CAREER CLUSTER ACTIVITY Name _____

Using the newspaper classified ads, list one job that belongs in each cluster. After you list the job title, write the first two lines of the ad.

AGRIBUSINESS _____

_____

BUSINESS & OFFICE _____

_____

COMMUNICATIONS & MEDIA _____

_____

CONSTRUCTION _____

_____

CONSUMER & HOMEMAKING _____

_____

ENVIRONMENT & NATURAL RESOURCES _____

_____

FINE ARTS & HUMANITIES _____

_____

HEALTH _____

_____

HOSPITALITY & RECREATION _____

_____

MANUFACTURING _____

_____

MARINE SCIENCE _____

_____

MARKETING & DISTRIBUTION _____

_____

PERSONAL SERVICES _____

_____

PUBLIC SERVICES _____

_____

TRANSPORTATION _____

_____

Find the one job that appeals to you most from the classified ads. Copy the ad on the lines below. On the back of this page, tell me why you would be good at this job in at least three sentences.

_____

_____

_____

_____

_____

PREPARING A CAREER SCRAPBOOK

MATERIALS

Newspapers
Magazines
Drawing paper
Pencils/crayons
Scissors
Glue
Construction paper

BACKGROUND AND INSTRUCTIONS

There are many ways to investigate occupations and numerous ways to present the results of research. An interesting and enjoyable method for some students is the CAREER SCRAPBOOK.

Each student should develop a scrapbook dealing with one career. The student should use his/her creativity and originality in designing, constructing, and presenting this scrapbook.

This scrapbook may include the following information, but the student may wish to include additional information:

1. Name of the career. The SKILL, SETTING, AND FUNCTION cluster in which it would be located.

2. Some activities or tasks performed on the job.

3. Pictures or drawings of materials, equipment, or tools that would be used on the job.

4. Newspaper ads or stories dealing with this job.

5. A summary of an interview with a person on this job.

6. Make a chart listing the (a) requirements of the job (physical and educational), (b) things you would like about the job, and (c) the things you would dislike about the job.

Career Collages

To the Teacher:

To begin your career investigation, first discuss the meaning of "career" and related synonyms such as: job, occupation, profession, vocation, etc. Point out to your class that for ease in studying, all careers can be grouped into 15 clusters. Write them on the chalkboard or a chart for future reference. See page 14.

Next, divide your class into 15 committees of 1 or 2 depending on the size of your class. Have each committee pull one Career Collage Card from the deck of 15.

Each committee should create a large collage for display and presentation to the class. Each collage should have the name of the cluster and should have magazine and newspaper pictures of people performing various jobs representative of careers from that cluster, pictures of tools or objects related to those careers, as well as appropriate regalia such as: band aids, labels from food cans, nails, paint brush, fabric, etc. which are related to that cluster. Remind students that the pictures and regalia in a collage should be overlapped in an attractive manner and should cover the entire poster so that none of the background shows.

In order to prepare their collage, students will find the Career Collage Card will prove to be an introductory source of information. Students will need to do research in your library to develop a greater understanding of their cluster and to assimilate a greater variety of careers. Some careers may be part of more than one cluster. Caution students to avoid presenting a biased view of their cluster or career types. They should try to include <u>equal</u> male, female, and ethnic representation.

When collages are complete, you may:

1) Use them as a group for a bulletin board display for the duration of the unit.

2) Have each committee present their collage to the class with a brief oral talk explaining what types of careers are found in this cluster.

3) Establish a career center including Career Collages, Career Capers activities, and Career Capers puzzles, featuring 3 to 5 clusters per week.

RULES FOR "WHAT'S MY LINE"

For Contestant

1. Choose an occupation.

2. Give to the panel moderator a brief, written, description of what kind of work a person in this occupation would do, salary, working conditions, location of job, and education and/or training required.

3. You may answer panel's questions only with a "yes," "no," "maybe," or "I don't know." If you have a question as to the correct answer to give to the panel, you may converse with the panel moderator.

4. You must tell the truth.

For Panel

1. Take turns asking questions of the contestant which require only a "yes," or "no" answer.

2. The entire panel may only ask a total of 20 questions.

3. You are attempting either to discover the title of the job or to briefly describe the type of work being done.

4. If you cannot think of an appropriate question, you may pass and give your turn to the next panel member.

5. It may help the panel discover the occupation if they will begin asking broad questions and then become more specific. For example:

   Do you work more indoors than outdoors? "yes"
   Do you work only indoors? "yes"
   Would your work be done more in the city than the country? "yes"
   Is your work very creative? "no"
   Would you earn less than $10,000/year, starting salary? "yes"
   Does your work require a college education? "yes"
   Do you work in the clerical field? "no?
   Medical field? "yes" A nurse? "yes"

For Panel Moderator

1. You are to see that appropriate questions are asked, and correct answers are given.

2. You are to keep track of the number of questions which have been asked. Only 20 may be asked.

3. If the panel guesses the occupation, the panel receives 10 points. If they are unable to guess, the contestant receives 10 points.

4. Keep track of thepoints given to each person. (Each person on the panel will receive 10 points if the panel guesses the occupation.)

CHARADES

"Occupations"

Directions: (for teacher use only)

You may want to make occupation cards. List one occupation per card. Laminate cards - this way they may be used many times. Use the level appropriate for your students/class.

Level I	Level II	Level III
Carpenter	Surveyor	chiropractor
Dentist	Chemist	Nuclear Engineer
Police	Accountant	Actuary
Electrician	Purchasing Agent	Psychologist
Cashier	Meteorologist	Podiatrist
Inspector	Recreation Worker	Audiologist
Computer Operator	Optometrist	Stenographer
Lawyer	Pharmacist	Glazer
Minister	Dental Hygienist	Auditor
Librarian	Insurance Agent	Personnel
Counselor	Travel Agent	Director
Veterinarian	Jeweler	Architect
Nurse	Physical Therapist	Statistician
Surgeon	Newscaster	Geologist
Firefighter	Designer	Urban Planner
Actor	Air Traffic	Rabbi
Dancer	Controller	Dietician
Musician	Drafter	Cosmetologist
Photographer	Detective	Lithographer
Pilot	Chef	
Mail Carrier	Custodian	
	Plumber	

Note:

1. Students should be given the opportunity to find out as much as they can about unfamiliar job titles.

2. Students are to "act out" what someone with his/her job or career would do.

3. Other students are to attempt to guess the occupation within a time limit established by the teacher in advance.

COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.01 Simulate a variety of job tasks in the Agribusiness cluster.

TIME: 1 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks. A. Organization 1. Clusters 2. Interest areas-Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job.	1. Research occupations from this cluster and or interest areas using the format provided. 2. Simulate occupations from this cluster and or interest areas according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 005.04
Carolina Biological Supply

ENTOMOLOGIST

Agribusiness
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Botany, Biology, Chemistry, Reading

JOB DESCRIPTION: Entomologists study insects and their relationship to plant and animal life. The skills and knowledge of entomologists are needed worldwide to help farmers produce crops more efficiently.

MATERIALS NEEDED:
Garden Insect Collection
Insect Identification Cards
Magnifying Glass
Entomology Slide Set
Entomologist Answer Sheet
OOH or other occupational resources

INSTRUCTIONS:

A. Study and identify insects.

B. Learn about insect anatomy.

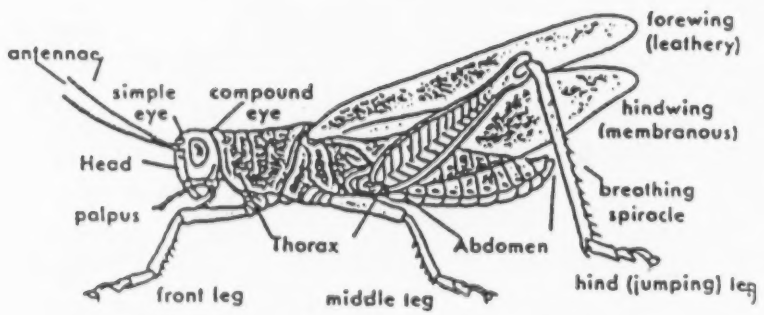
C. Complete the Entomology Crossword Puzzle.

STEP ONE

A. Entomologists study insects for many reasons. Some insects are harmful to crops and to man. Other insects are helpful, such as bees who pollinate plants. Entomologists can identify hundreds of insects by sight. How many do you know?

B. Get the Garden Insect Collection and the Insect Identification Cards. These insects are common to your own backyard. You may already be able to identify some of them.

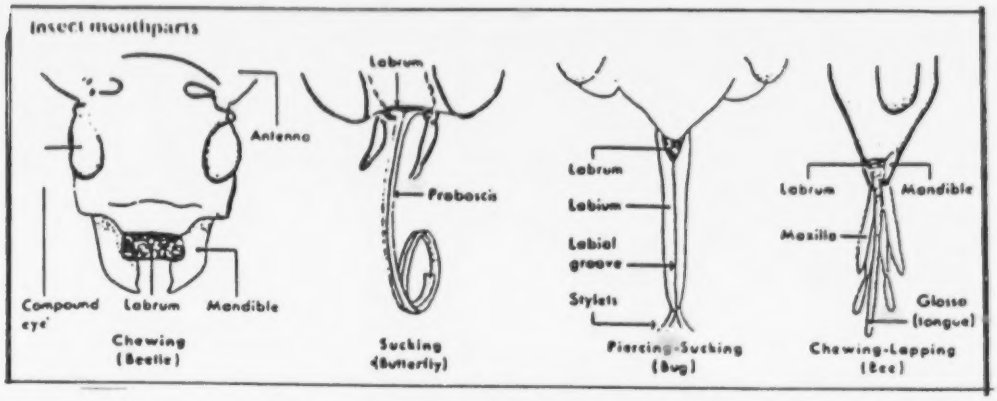
C. Study each of the numbered insects in the collection. Use the magnifying glass to study the details of each specimen. Compare each specimen to the drawings and descriptions on the identification cards. Once you have correctly identified a specimen, write the common name, size, and one characteristic or fact.



PARTS OF A TYPICAL INSECT

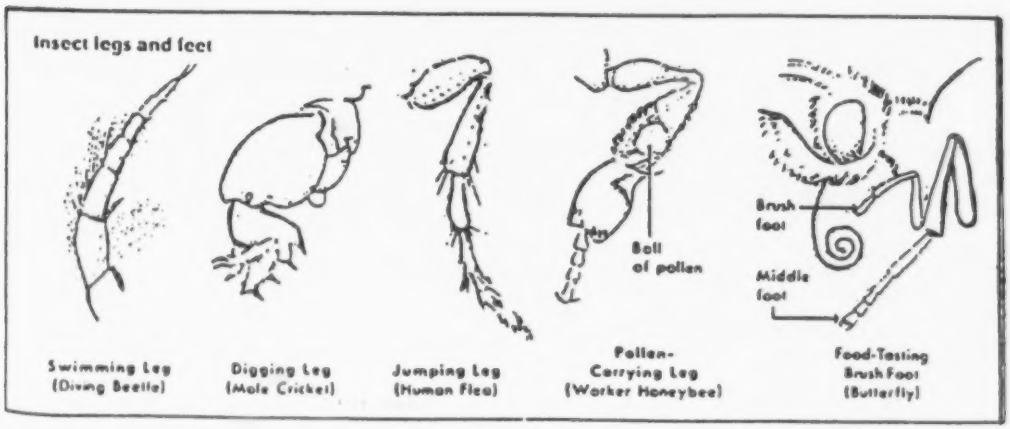
STEP TWO

A. During their study of insects, entomologists pay close attention to the anatomy of each specimen. An insect's body has three distinct regions: the head, the thorax, and the abdomen. Attached to the thorax are three pairs of legs, and, in most species, two pairs of wings. Its head bears a pair of antennae.



B. The head also contains the mouthparts which are used for feeding. Insects have a pair of powerful jaws called mandibles. A second pair of less powerful jaws are called maxillae and are located behind the mandibles. Insects have an upper lip called a labrum and a lower lip called a labrium. Sucking insects have similar mouthparts, but with stylets which can pierce the skin of plants or animals. Other sucking insects, such as butterflies, have a long tube called a proboscis.

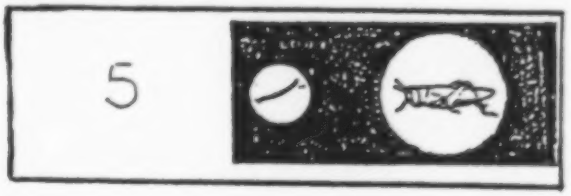
C. Insect legs, attached to the thorax, have five main segments with movable joints that help them walk. Many kinds of insects have legs that are adapted to special needs such as swimming or jumping. Below are several types of insect legs.



D. Study the diagrams of insect anatomy carefully. How well do you know the parts of an insect Test your knowledge by answering the questions on your answer sheet.

STEP THREE

A. Now that you are more familiar with insect anatomy, let's take a close-up view of the body parts that you have just learned about. Find the set of microscope slides. You will notice that each slide is labeled with a number and a picture of a particular insect.



B. Place the first slide under the microscope lens and turn it on. If you have never used a microscope before, call the teacher for a quick lesson. Focus the microscope with the coarse adjustment knob. Do not lower the lens so far down that it touches the slide!

C. What do you see Check the list of insect parts in part two of your answer sheet. Look at each slide under the microscope and identify the part by matching the slide number to the body part listed on your answer sheet.

D. Turn off the microscope and put the slides away when you have finished.

STEP FOUR

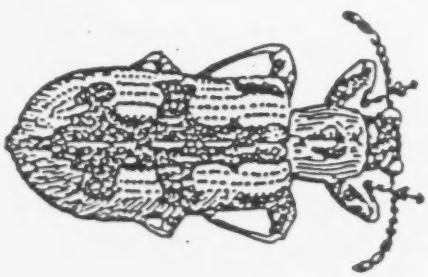
A. The field of entomology could be an interesting and rewarding career for you. Read an article on entomology using the OOH or some other occupational resource. It will give you information about career opportunities in this highly scientific field.

B. Complete the crossword puzzle on your answer sheet by using the word list based on your reading.

C. Clean up your work area thoroughly before leaving the lab.

INSECT IDENTIFICATION CARDS

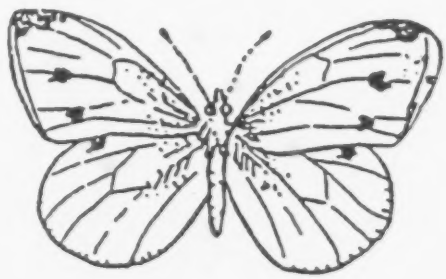
Cut out and laminate for use in Step 1



ASPARAGUS BEETLE

ORDER: COLEOPTERA
LENGTH: 1/4"

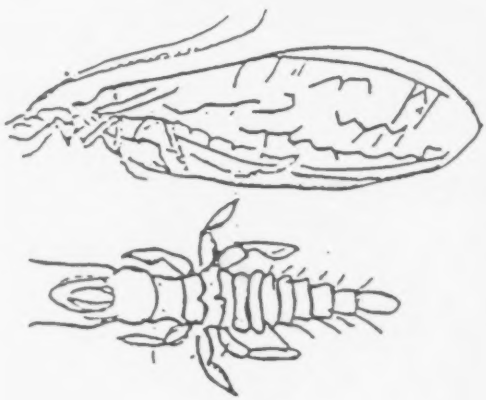
Cream, blu-ish black or red adult; deposits eggs on plant stems; larva feeds on and stains asparagus



CABBAGE BUTTERFLY

ORDER: LEPIDOPTERA
WING SPAN: 1 1/4"

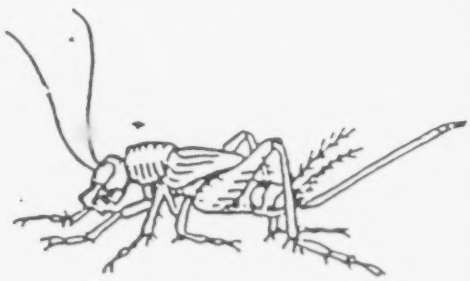
One of the most common butterflies; wings are dull-white with spots; larva is plant feeder



LACEBUG

ORDER: NEUROPTERA
WING SPAN: 1 1/4"

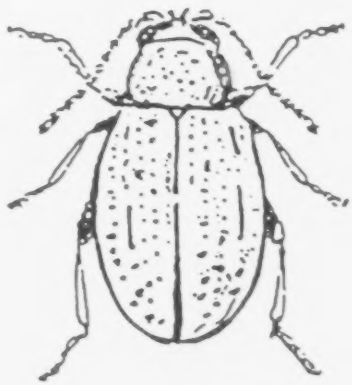
Golden-eyed adult; larva, known as aphis lion, eats aphids and other insects



FIELD CRICKET

ORDER; ORTHOPTERA
LENGTH: 1 1/4"

Dark-colored, thick-bodied; feeds at night; seen in pastures, gardens, and under stones



FLEA BEETLE

ORDER: COLEOPTERA
LENGTH: 1/16"

Dark, oval, jumping beetle; eats shot-holes in leaves; also attacks seed bed

RED-LEGGED GRASSHOPPER

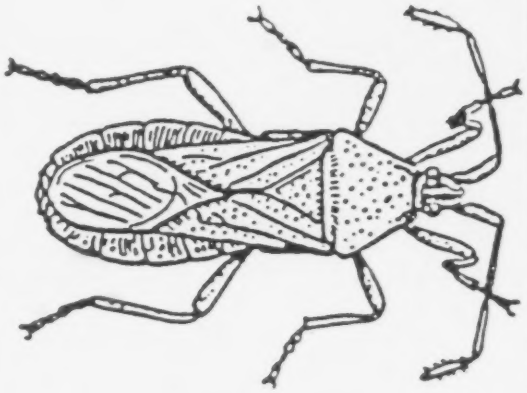
ORDER: ORTHOPTERA
LENGTH: 1 1/4"

Adult male; one of the smallest land most destructive grasshoppers; attacks legume crops

SOWBUG

ORDER: ISOPODA
LENGTH: 1/2"

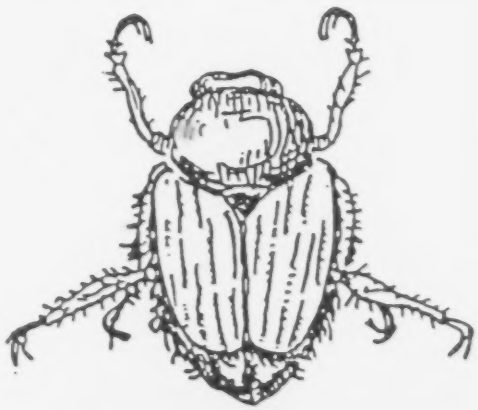
Fat-bodied and segmented: related to crayfish; feeds on roots and tender stems



SQUASH BUG

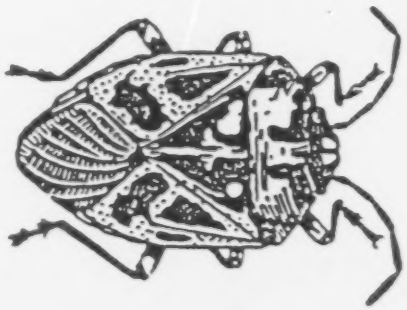
ORDER: HEMIPTERA
LENGTH: 2/3"

grayish-black with dirty yellow underside; attacks all cucurbits or vine crops; found nationwide



JAPANESE BEETLE
ORDER: COLEOPTERA
LENGTH: 1/2"

Serious imported pest: larva or grub, root-feeder; adult feeds on leaves and flowers of plants



HARLEQUIN BUG

ORDER: HEMIPTERA
LENGTH: 3/8"

Black with red, orange, and yellow; important enemy of cabbage and related crops

Name _____

ENTOMOLOGIST ANSWER SHEET

STEP ONE

Identify the ten labeled insects in the Garden Insect Collection. Remember to write the common name, order, size, and one characteristic about each specimen.

NUMBER	COMMON NAME	ORDER	SIZE	CHARACTERISTIC
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Name _____

ENTOMOLOGIST ANSWER SHEET

STEP ONE

Identify the ten labeled insects in the Garden Insect Collection. Remember to write the common name, order, size, and one characteristic about each specimen.

(Answers will vary depending on the insects you choose to use)

NUMBER	COMMON NAME	ORDER	SIZE	CHARACTERISTIC
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

STEP TWO

Read the information about insect anatomy. Fill in the blanks with the correct terms.

1. The _____ are used for feeding.
2. An example of an insect with a jumping leg is the _____ _____.
3. The labrum is the scientific name for the _____ _____.
4. The three parts of an insect's body are the _____, _____, and the _____.
5. The stylets are used to _____ _____ _____ of plants and animals.
6. Insect legs are divided into _____ segments.
7. An insect usually has _____ _____ of wings.
8. The powerful jaws of an insect are called the _____.
9. Some sucking insects have a long tube called a _____.
10. The weaker set of jaws are called the _____.

Identify the following:

11._____ leg

12._____

13._____

14._____ leg

15._____

STEP TWO

Read the information about insect anatomy. Fill in the blanks with the correct terms.

1. The ___mouthparts___ are used for feeding.
2. An example of an insect with a jumping leg is the __human flea__.
3. The labrum is the scientific name for the ___upper lip___.
4. The three parts of an insect's body are the ___head___, ___thorax___, and the ___abdomen___.
5. The stylets are used to ___pierce___ the ___skin___ of plants and animals.
6. Insect legs are divided into ___five___ segments.
7. An insect usually has ___two___ ___pairs___ of wings.
8. The powerful jaws of an insect are called the ___mandibles___.
9. Some sucking insects have a long tube called a ___proboscis___.
10. The weaker set of jaws are called the ___maxillae___.

Identify the following:

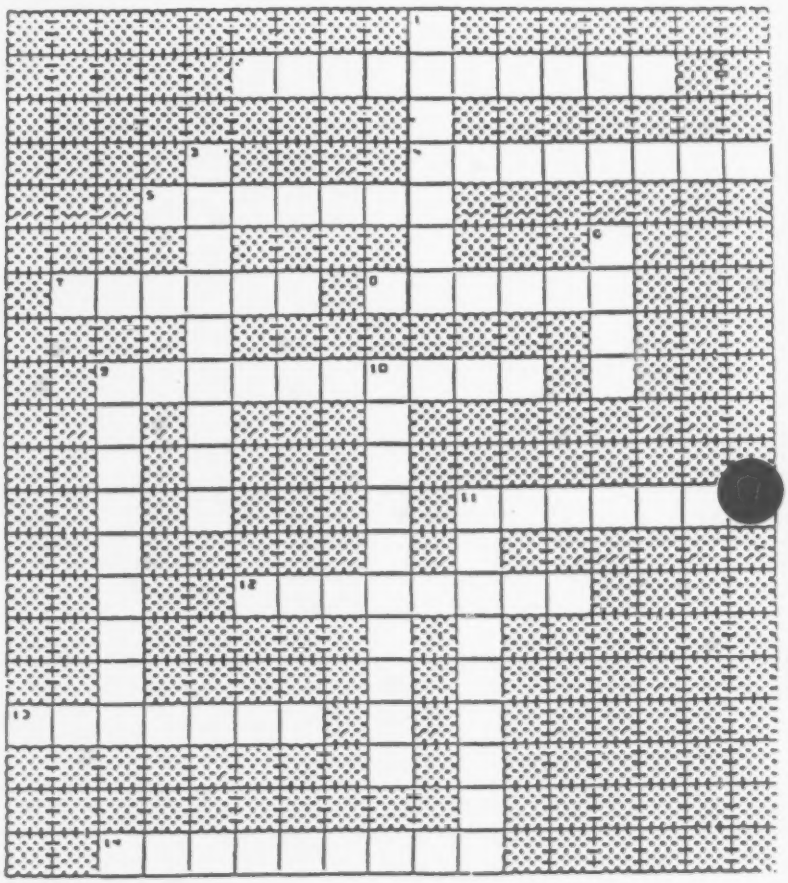
11. ___pollen carrying___ leg 12. ___proboscis___ 13. ___mandible___

14. ___jumping___ leg 15. ___digging leg___

ENTOMOLOGIST CROSSWORD PUZZLE

ENTOMOMOLOGIST WORD LIST

advanced	employers	masters
bachelors	entomology	people
biology	foreign	pest
computers	health	pollution
dedication	laboratory	science
electron		



ACROSS CLUES

2. A CAREER IN ENTOMOLOGY REQUIRES _____ AND DIRECTION.
4. MODERN ENTOMOLOGICAL RESEARCH REQUIRES TRAINING IN USE OF COMPUTERS AND ___ MICROSCOPES.
5. TRAINING IN _____ LANGUAGE IS ALSO HELPFUL.
7. RESEARCH HAS HELPED TO SOLVE PUBLIC _____ PROBLEMS, SUCH AS MALARIA.
8. THERE ARE AMPLE OPPORTUNITIES TO WORK WITH _____.
9. _____ IS A BASIC SCIENCE THAT DEALS WITH THE STUDY OF INSECTS AND THEIR RELATIVES.
11. THE STUDY OF INSECTS HELPS US UNDERSTAND THE PHYSIOLOGY AND _____ OF OTHER ANIMALS.
12. HOWEVER, _____ DEGREES MAY BE REQUIRED.
13. YOU WILL NEED A _____ DEGREE TO TEACH OR CONDUCT RESEARCH.
14. THEY ALSO USE _____ TO DEVELOP SOFTWARE FOR FARMERS.

DOWN CLUES

1. YOU MUST BECOME FAMILIAR WITH THE BASIC TOOLS OF _____.
3. THE QUANTITY AND QUALITY OF INSECT LIFE CAN INDICATE THE PRESENCE OR ABSENCE OF _____.
6. ENTOMOLOGISTS HELP FARMERS TO PRODUCE CROPS MORE EFFICIENTLY THROUGH SOUND _____ MANAGEMENT.
9. _____ INCLUDE UNIVERSITIES, GOVERNMENT AGENCIES AND PRIVATE INDUSTRY.
10. ENTOMOLOGISTS MAY WORK IN THE FIELD, _____, OR CLASSROOM.
11. A _____ DEGREE IS REQUIRED FOR WORK WITH GOVERNMENT AGENCIES AND CHEMICAL COMPANIES.

664

FOOD SCIENTIST

Agribusiness
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Health, Reading, Math, Chemistry

JOB DESCRIPTION: Food scientists study the chemical, biological, microbiological, nutritional, and economic aspects of food. They develop new methods of processing and packaging food. Food scientists also try to improve the flavor, color, texture, safety, and cost of food by using a wide variety of scientific methods.

MATERIALS NEEDED:
One Package of M & M Plain Candies
Colored Pencils or Markers
Hot Air Popcorn Popper
Two Brands of Popcorn
Small Bowl
Measuring Spoons
Paper Towels
Calculator
Food Scientist Answer Sheet
Food Scientist Fact Sheet

INSTRUCTIONS: Complete the activities provided for the food scientist, following all directions given.

STEP ONE

A. Food scientists are often concerned with the appearance and packaging of food products. If a product does not appear to be attractive to the public, it will not be bought. If the packaging does not attract the "eye" of the buyer, it might sit on the store shelves for weeks.

B. To find out if food scientists use certin methods during the manufacture and packaging of products, you will explore a sampling of a food product. Sampling is a scientific technique that allows the scientists to make predictions that reflect a larger group picture. By looking at a sample bag of candy, you can prove the idea that food scientists are very careful when recommending what color and appearance a food product should have.

C. Color is a very important component or part of a food's appearance. The colors used in the manufacture of a candy like M & Ms are selected very carefully. What color do you think is used the most Read the following steps to perform a scientific sampling. Record all data (your answers) on the answer sheet.

TAKING A SCIENTIFIC SAMPLING

1. Before opening the package of candy, make a **prediction** of how many candies are in the package. **Do not eat the candy!** It has been handled by many other students and could contain germs! Write your prediction on your answer sheet.

2. What is your favorite color of M & Ms? What do you think is the favorite color of the average teenager? Record your answers.

3. Count and record the number of each color found in the package. Record your findings on the data table.

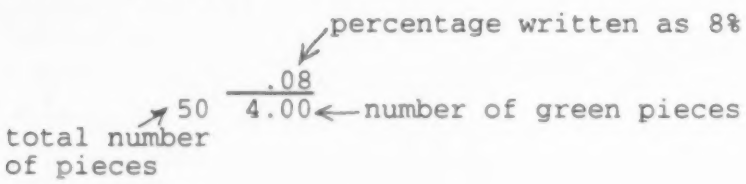
4. Determine the **ratio** of each color to the whole bag. Study the example below.

   If you have 50 pieces of candy, and 4 of them are green, the ratio is written as:

   $\frac{4}{50}$ or $\frac{2}{25}$ if the fraction is reduced.

5. Determine the **percentage** of each color. Study the example below.

   If you have 50 pieces of candy, and 4 of them are green, figure the percentage by:



6. Using the colored pencils, graph your results by making a bar graph on the graph paper on your answer sheet.

7. Was your favorite color found the most frequently? Analyze your data by answering the questions below your graph.

STEP TWO

A. Another way of evaluating food is that of performance and taste. Is the product easy to prepare? Is its taste, appearance, and size superior to similar products?

B. Before you begin your evaluation, read all the directions carefully!

   1. Check all remaining supplies. Let the teacher know if anything is missing or broken.

   2. Wash your hands before handling any food.

   3. Measure out 1 tablespoon of **Brand X** popcorn. Place it on a clean working surface and count the number of grains. Record the number on your answer sheet.

   4. If 8 tablespoons is equal to 1/2 cup, how many grains of popcorn would be in 1/2 cup?

$$\begin{array}{l} \text{\# of grains (1 tablespoon)} \\ \times \ \underline{\text{\# of tablespoons in 1/2 cup}} \\ = \ \text{\# of grains in 1-2 cup} \end{array}$$

   Calculate the answer and write it on your answer sheet.

   5. How many grains of popcorn are in 1 and 1-2 cups Show your work.

6. Put the tablespoon of popcorn in the Hot Air Popper, and plug it in. Pop the popcorn. Do not eat the popcorn yet!

7. Count the number of grains that popped. How many did not pop? What was the ratio of unpopped popcorn? Check the directions in Step One if you need help calculating this.

8. Repeat the entire process with Brand Z.

9. Answer the remaining questions on your answer sheet.

10. You may eat the remaining popcorn. Clean up your work area completely.

STEP THREE

A. As a food scientist, you used several techniques such as sampling, observing, and classifying to investigate the qualities of food products. To find out more about this career, read the Food Scientist Information Sheet.

B. Try your luck with the crossword puzzle found on your answer sheet when you have finished reading.

Name _____

FOOD SCIENTIST ANSWER SHEET

STEP ONE

Evaluating color and appearance of a food product.

1. How many pieces of candy do you think are in the package? Write your prediction here. _____

2. What is your favorite color? _____ Why?

_____

What do you think is the favorite color of the average teenager? _____

3. Complete the data table with the following information:

(1) number of each individual color
(2) ratio of each color to the total number of candies
(3) percentage of each color

	Green	Orange	Yellow	Lt.Brown	Dk.Brown
Number					
Ratio to Total					
%					

4. Graph your results below. Use colored pencils or markers to make a bar graph.

Green Orange Yellow Lt. Brown Dk. Brown

5. Was your favorite color the one found most frequently _____

What color was used the least? _____ Why do you think this is so? _____

_____

STEP TWO

Follow the directions carefully. Answer the following with the data you collect.

1. How many grains of Brand X are in a tablespoon?

   _____

   Brand Z? _____

2. How many grains of Brand X are in 1/2 cup?

   _____

   Brand Z? _____

3. How many grains of Brand X are in 1 and 1/2 cups?

   _____

   Brand Z? _____

   Show your work here.

4. What is the ratio of unpopped grains to the total number of Brand X grains? _____ Brand Z? _____

   What is the percentage of unpopped grains of Brand X?_____ Brand Z? _____

5. Number of ounces in a package of Brand X? _____

6. How much would one ounce of this product cost?

   _____ ÷ _____ = _____

   cost of package ÷ number of ounces = cost of one ounce

7. How would you rank Brand X as far as appearance? Examine the color, fluffiness, etc.

   _____

8. How would you rank Brand Y?

   _____

   _____

FOOD SCIENTIST INFORMATION PAGE

Food scientists study the ways that foods are processed, preserved, packaged, and they look for ways to improve the flavor, appearance, nutritional value, and convenience of food products. Food scientists apply many principles of science in their study of foods.

Food scientists need at least a Bachelor's degree in Food Science or Food Technology. Some food scientists have a degree in Biology, Chemistry, Microbiology, or Agriculture.

The need for food scientists is expected to increase in the 1990s. The future will bring many new challenges for food scientists as the world's population continues to grow.

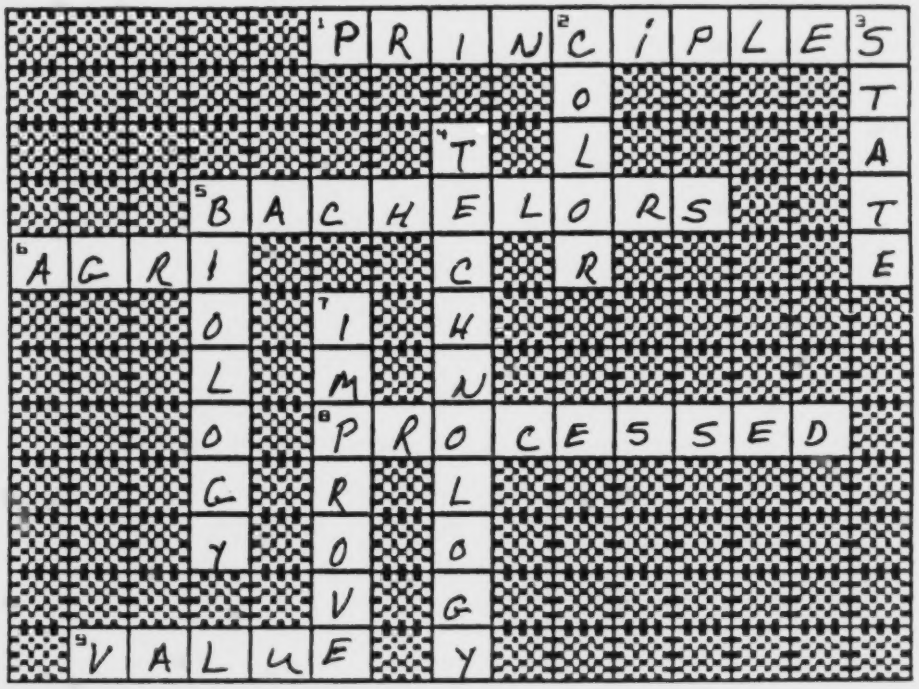
The average salary is about $34,000 a year. Beginners with a Bachelor's degree receive between $21,000 and $24,000 yearly. Those with an advanced degree, such as a Master's or a doctorate, can earn up to $45,000 annually.

If you are interested in a career in Food Science, contact:

Department of Food Science
Box 7624
North Carolina State University
Raleigh, North Carolina 27695

Phone: (919) 737-2952

STEP THREE
Read the Food Scientist Information Page and complete the crossword puzzle.



ACROSS CLUES

1. Food Scientists apply many _____ of science in their study of foods.
5. A minimum of a _____ degree is required in this field.
6. This career is in the ____-business cluster.
8. Food Scientists study the ways foods are _____ and preserved.
9. Food Scientists are also concerned with the nutritional _____ of foods.

DOWN CLUES

2. _____ and appearance are very important to food consumers.
3. You can find out more about Food Scientists by writing or calling NC _____ University
4. Many Food Scientists have a degree in food science or food _____.
5. Other Food Scientists have degrees in _____, chemistry, or agriculture.
7. Food Scientists are constantly looking for ways to _____ the flavor and appearance of food.

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STEP THREE

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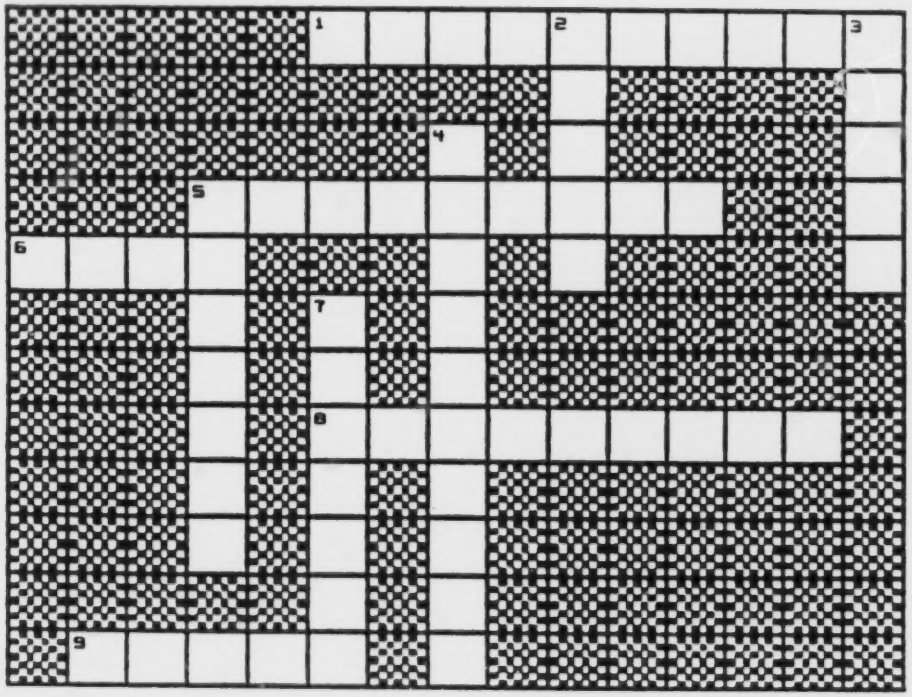

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POULTRY FARMER

Agribusiness
Cluster

Nature Interest
Area

SUBJECT CORRELATION: Agriculture, Science, Reading

JOB DESCRIPTION: Poultry farmers have a very "fowl" job. They specialize in some form of raising chickens, turkeys, ducks, geese, or other fowl. Poultry farmers breed and hatch birds and raise them for eggs, meat, or both.

MATERIALS NEEDED:
"Grading Eggs for Quality" Filmstrip
Eggs
Egg Candler
Egg Weight-Grade Scale
Poultry Farmer Information Sheet
Poultry Farmer Answer Sheet

INSTRUCTIONS:

A. Learn to candle and grade eggs by watching the filmstrip.
B. Complete the Egg Characteristics Chart on the Poultry Farmer Answer Sheet.
C. Learn to weigh eggs and complete the Egg Weight Chart.
D. Read and interpret an agricultural report.
E. Identify different chicken breeds.
F. Read the Poultry Farmer Information Sheet and answer questions on the answer sheet.

STEP ONE

A. A poultry farmer needs to know how to inspect eggs to determine the quality and fitness for consumption (eating) and incubation (hatching). This is done by looking at eggs over a bright light and checking for streaks, cracks, and other discolorations. This process is known as "candling."

B. As a poultry farmer, you will candle several eggs. To prepare and train for candling, watch the filmstrip called "Grading Eggs for Quality." This will help you learn what to look for as you examine each egg.

C. When you have completed the filmstrip, rewind the audio tape and filmstrip for the next group of students. Then go to the area designated by your teacher. You should find a candling light and a carton of fresh eggs. If anything is missing or broken, call the teacher.

D. Hold the large end of each egg against the candler. Slowly rotate the egg and look for the characteristics described in the filmstrip. Below is a brief description of those characteristics:

Cracked eggs will have fine hairline cracks. These are of low quality and usually not found in stores.

Double yolks are much larger than the other eggs. You cannot identify them by candling, only by their large size.

Grade B eggs have large air spaces. The shell is usually splotchy looking over the candler. You can usually see an air pocket at one end.

Blood spots appear as reddish spots when the egg is candled. If there are several blood spots, the egg will have a reddish glow.

Grade A or **AA** eggs are very white and smooth with no visible lines or cracks.

E. Complete the Egg Characteristic Chart found on your answer sheet by writing in the number of each type of egg you observed while candling.

STEP TWO

A. The weight of eggs is another factor of egg quality that a poultry farmer has to be concerned with. During the grading process, eggs are sorted and classified by weight. Below is a list of weight classifications for eggs:

JUMBO	min. weight 30 ounces @ dozen	2.42 ounces each
EXTRA LARGE	min. weight 27 ounces @ dozen	2.30 ounces each
LARGE	min. weight 24 ounces @ dozen	1.92 ounces each
MEDIUM	min. weight 21 ounces @ dozen	1.67 ounces each
SMALL	min. weight 18 ounces @ dozen	1.42 ounces each
PEEWEE	min. weight 15 ounces @ dozen	

B. Weigh each egg carefully. Place each egg back in the carton when finished.

C. Complete the Egg Weight Chart on your answer sheet.

STEP THREE

A. Poultry farmers must be able to read and understand agricultural reports. They might receive reports from the United States Department of Agriculture and their local Agricultural Extension Agent. These reports help poultry farmers decide how to price their products and whether they need to increase or decrease the production of eggs and broilers (chickens raised for meat).

B. How well can you read a report Below are graphs showing egg and broiler production by state. Study the graph and answer the questions found on your answer sheet.

<u>Leading egg-producing states</u>

Number of eggs produced annually:

California	7,850,000,000 eggs
Indiana	5,561,000,000 eggs
Pennsylvania	4,692,000,000 eggs
Georgia	4,318,000,000 eggs
Ohio	3,868,000,000 eggs

(Figures are for 1986. Source: U.S. Department of Agriculture.)

Leading broiler-producing states

Number of broilers produced annually:

Arkansas	786,779,000 broilers
Georgia	697,364,000 broilers
Alabama	587,563,000 broilers
North Carolina	450,500,000 broilers
Mississippi	335,704,000 broilers

(Figures are for 1986. Source: U.S. Department of Agriculture.)

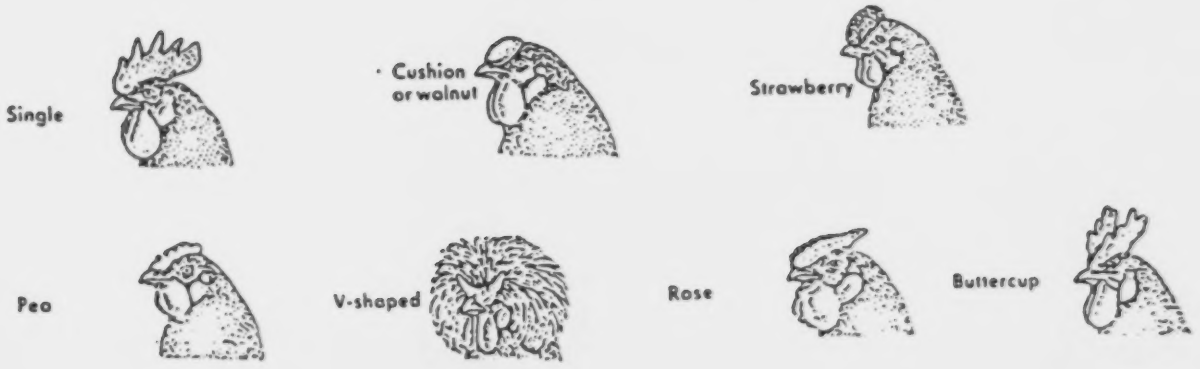
STEP FOUR

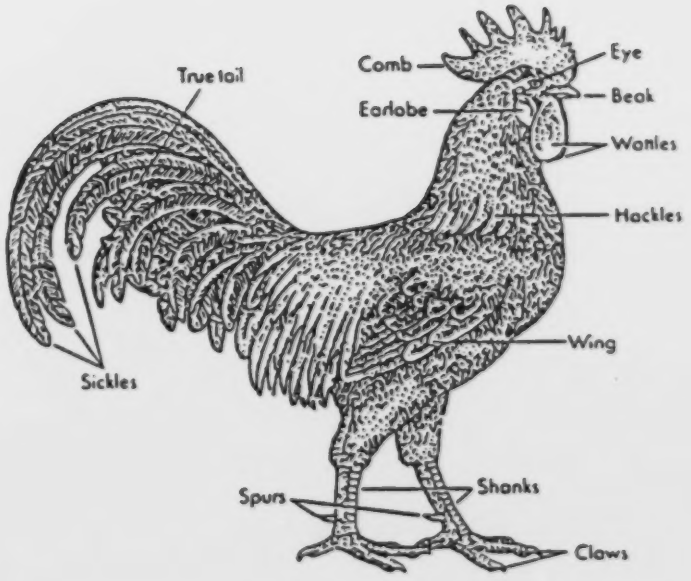
A. Chickens are grouped according to **class, breed,** and **variety.** Most classes are named for the area of the world that they come from. Breed refers to a certain body type. Each variety of chicken has certain features such as comb and skin color in common.

B. One of the most recognizable features that a chicken might have is the comb. Below are illustrations of different comb types.

C. Once you have studied the different types of combs, identify the illustrations found on your answer sheet.

CHICKEN IDENTIFICATION





STEP FIVE

A. As you know, there are many breeds of chickens. The heavier breeds are generally not good egg-layers so they are raised as broilers. The lighter-weight birds are usually raised for egg production.

B. Study the chart below. You will find the names of several breeds, comb type, color of egg, and the average weight of each breed.

C. Find the section on your answer sheet about Chicken Breeds and answer the questions.

			STAN-DARD	WEIGHT	STAN-DARD	WEIGHT
BREEDS	COMB	EGG COLOR	ROOSTER (lbs.)	ROOSTER (kgs.)	HEN (lbs.)	HEN (kgs.)
American Class						
Buckeye	Pea	Brown	9	4.1	6-1\2	2.94
Chantecler	Cushion	Brown	8-1\2	3.86	6-1\2	2.94
Delaware	Single	Brown	8-1\2	3.86	6-1\2	2.94
Dominique	Rose	Brown	7	3.2	5	2.3
Holland	Single	White	8-1\2	3.86	6-1\2	2.94
Java	Single	Brown	9-1\2	4.31	7-1\2	3.40
Jersey Giant	Single	Brown	13	5.9	10	4.5
Lamona	Single	White	8	3.6	6-1\2	2.94
New Hampshire	Single	Brown	8-1\2	3.86	6-1\2	2.94
Plymouth Rock	Single	Brown	9-1\2	4.31	7-1\2	3.40
Rhode Island Red	Single or Rose	Brown	8-1\2	3.86	6-1\2	2.94
Rhode Island White	Rose	Brown	8-1\2	3.86	6-1\2	2.94
Wyandotte	Rose	Brown	8-1\2	3.86	6-1\2	2.94

Asiatic Class						
Brahma	Pea	Brown	11-1\2	5.21	9	4.1
Cochin	Single	Brown	11	5.0	8-1\2	3.9
Langshan	Single	Brown	9-1\2	4.31	7-1\2	3.40
English Class						
Australorp	Single	Tinted	8-1\2	3.86	6-1\2	2.94
Cornish	Pea	Brown	10-1\2	4.76	8	3.6
Dorking	Single or Rose	White	8-1\2	3.86	6-1\2	2.94
Orpington	Single	Brown	10	4.5	8	3.6
Redcap	Rose	White	7-1\2	3.40	6	2.7
Sussex	Single	Brown	9	4.1	7	3.2
Mediterra-nean Class						
Ancona	Single or Rose	White	6	2.7	4-1\2	2.04
Blue Andalusian	Single	White	7	3.2	5-1\2	2.49
Buttercup	Butter-cup	White	6-1\2	2.94	5	2.3
Catalanas	Single	White	8	3.6	6	2.7
Leghorn	Single or Rose	White	6	2.7	4-1\2	2.04
Minorca	Single or Rose	White	8-1\2	3.86	7	3.2
Spanish	Single	White	8	3.6	6-1\2	2.94

STEP SIX

A. Although poultry farming does not require a formal education, such as a college degree, there are some requirements. To find out more about the qualifications of a successful poultry farmer, read the Poultry Farmer Information Sheet.

B. When you have completed your reading, try your hand at the crossword puzzle found on your answer sheet.

C. Clean up your work area thoroughly before leaving the lab.

POULTRY FARMER JOB INFORMATION

Poultry farmers specialize in some form of raising chickens, turkeys, ducks, geese, or other fowl. Some poultry farmers breed and hatch their own birds and raise them both for eggs and for meat. Others may raise them for eggs only, while others may raise them primarily for meat. About 95% of all poultry farmers in the United States raise chickens.

Most poultry farmers buy their chicks from commercial hatcheries. When they are about seven or eight weeks old, they are transferred to open pens. When the hens are six months old, they will begin to produce a "crop" of eggs. The farmer must be ready to collect eggs, grade them by weight, candle, pack, and ship them.

If chickens are raised to be sold as broilers or fryers, the farmer needs equipment to house the young chickens until they are six to thirteen weeks old. They are then marketed.

The basic job of the farmer is to keep the flock healthy. Cleanliness is extremely important. Feeding the flock is also important because the farmer must choose the correct food for his or her birds.

The poultry farmer must also keep accurate records, read agricultural reports, and market his or her product. By good record-keeping, the farmer can tell if the operation has made a profit.

It is important for the farmer to be physically healthy and to be able to work hard. Some of the work is outside and the farmer must cope with all kinds of weather conditions.

A knowledge of poultry management is helpful. Knowledge of pests, nutrition, and disease is also important. Practical experience from working on a poultry farm is a "must" for those who are thinking about going into poultry farming.

It is very expensive to go into this business. Equipment, buildings, and feed must be bought before beginning any kind of operation.

College courses in poultry science and business would be very helpful but are not necessary. However, technical school courses would be extremely desirable. The best way to learn is to work part-time on a poultry farm.

The employment outlook is good. Working conditions will vary with the size of the farm and the type of work. A disadvantage is that the hours are long and irregular. Poultry farmers must usually work alone. However, poultry farmers are independent and are able to plan their own schedules.

Name _____

POULTRY FARMER ANSWER SHEET

STEP ONE

Candle each egg carefully. Complete the Egg Characteristics Chart with your findings.

EGG CHARACTERISTICS CHART

CRACKED	DOUBLE YOLKS	BLOOD SPOTS	GRADE B	GRADE A
NUMBER				

STEP TWO

Weigh each egg carefully. Complete the Egg Weight Chart with your results.

EGG WEIGHT CLASSIFICATION

JUMBO	EXTRA LARGE	LARGE	MEDIUM	SMALL	PEEWEE
NUMBER					

STEP THREE

Study the graphs about egg and broiler production. Answer the questions below.

1. North Carolina is # _____ in broiler production.

2. _____ is the leader in egg production, producing over _____ billion eggs per year.

3. _____ is the lowest broiler producer shown, although it ranks # _____ out of the 50 states.

4. Alabama produces _____ more broilers per year than North Carolina.

5. Ohio produces_____ fewer eggs a year than Pennsylvania.

STEP FOUR

Study the different types of combs found on chickens. Label the diagrams below with the correctly spelled terms.

_____

_____

_____

_____

_____

STEP FIVE

Study the chart on chicken breeds. Answer the questions below.

1. Which breed is the largest of the American Class _____

2. Study and compare the average weights of the Asiatic Class with all the other classes. Would they more likely be egg producers or broilers _____

3. How many breeds of birds have more than one comb type _____

4. Which breed of chicken does <u>lay</u> a white or a brown egg _____ _____ What class does it belong to _____

5. How much more does an average Leghorn rooster weigh than an average Leghorn hen Show your math below.

Study the comb types of the different breeds of chickens. Select one breed and class that matches each illustration below.

CLASS_____
BREED_____
EGG COLOR_____

CLASS_____
BREED_____
EGG COLOR_____

CLASS_____
BREED_____
EGG COLOR_____

CLASS_____
BREED_____
EGG COLOR_____

STEP SIX

Read the Poultry Farmer Information Page. Complete the crossword puzzle with terms from the information you read.

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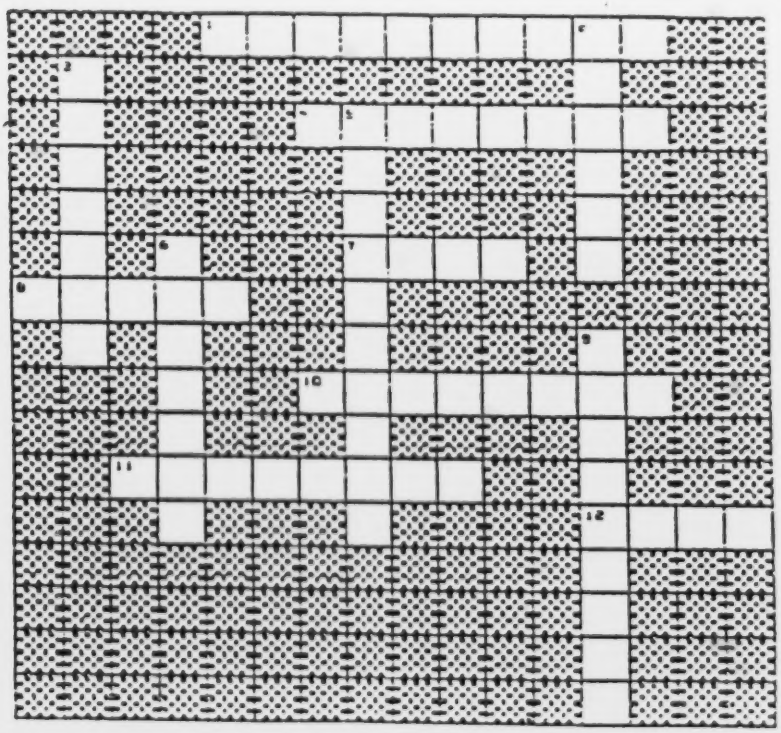

ACROSS

1. Practical _____ from working on a farm is a "must."
4. 95% of all poultry farmers raise _____.
7. 6 month old hens will begin to produce a _____.
8. Poultry farmers must work _____ days a week.
10. Chickens raised for meat are called _____ or fryers.
11. Broilers are sold when they are _____ weeks old.
12. The employment outlook for poultry farmers is _____.

DOWN

2. Farmers must collect, grade and _____ eggs.
3. Farmers must work outside in all kinds of _____ conditions.
5. Most farmers buy their chicks from commercial _____.
6. The basic job of a poultry farmer is to keep the flock _____.
9. Farmers must work long and _____ hours.

Name _____

POULTRY FARMER ANSWER SHEET

(Answers will vary)

STEP ONE

Candle each egg carefully. Complete the Egg Characteristics Chart with your findings.

EGG CHARACTERISTICS CHART

CRACKED	DOUBLE YOLKS	BLOOD SPOTS	GRADE B	GRADE A
NUMBER				

STEP TWO

Weigh each egg carefully. Complete the Egg Weight Chart with your results.

EGG WEIGHT CLASSIFICATION

JUMBO	EXTRA LARGE	LARGE	MEDIUM	SMALL	PEEWEE
NUMBER					

STEP THREE

Study the graphs about egg and broiler production. Answer the questions below.

1. North Carolina is # 4 in broiler production.

2. California is the leader in egg production, producing over 7,850,000,000 billion eggs per year.

3. Mississippi is the lowest broiler producer shown, although it ranks fifth out of the 50 states.

4. Alabama produces 137,063,000 more broilers per year than North Carolina.

5. Ohio produces 824,000,000 fewer eggs a year than Pennsylvania.

STEP FOUR

Study the different types of combs found on chickens. Label the diagrams below with the correctly spelled terms.

Rose	Single	Buttercup

V-shaped	Pea

STEP FIVE

Study the chart on chicken breeds. Answer the questions below.

1. Which breed is the largest of the American Class Jersey Giant.

2. Study and compare the average weights of the Asiatic Class with all the other classes. Would they more likely be egg producers or broilers broilers.

3. How many breeds of birds have more than one comb type five

4. Which breed of chicken does lay a white or a brown egg Australorp. What class does it belong to English Class

5. How much more does an average Leghorn rooster weigh than an average Leghorn hen Show your math below. 6 - 4.5 = 1.5.

Study the comb types of the different breeds of chickens. Select one breed and class that matches each illustration below.

(ANSWERS MAY VARY)

(Example of one possible answer)

CLASS American
BREED Buckeye
EGG COLOR Brown

CLASS_____
BREED_____
EGG COLOR_____

CLASS_____
BREED_____
EGG COLOR_____

CLASS_____
BREED_____
EGG COLOR_____

STEP SIX

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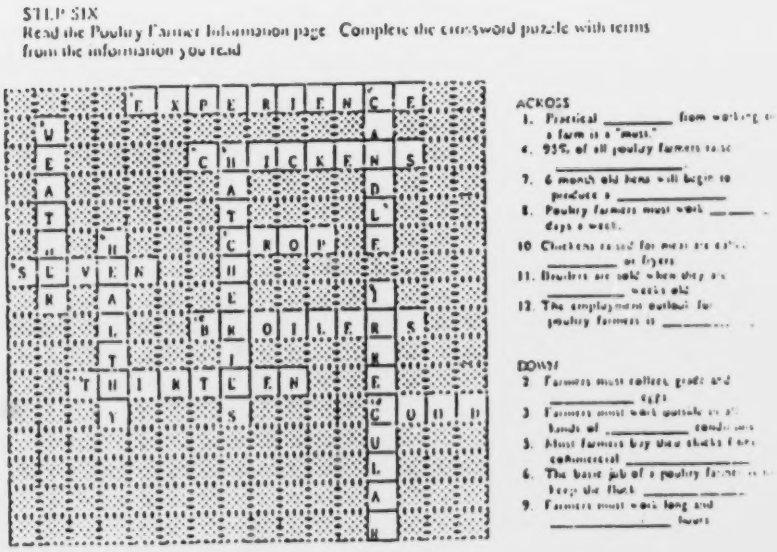
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688 BEST COPY AVAILABLE

SEED ANALYST

Agribusiness
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Agriculture, Chemistry, Math, Reading, Biology, Botany

JOB DESCRIPTION: Seed analysts are specially trained scientists who concentrate on the study of seeds and how they develop. They determine what different effects soil, water, weather, and other factors have on the growth and development of seeds.

MATERIALS NEEDED:
Lima Bean Seeds
Corn Seeds
Glue
Seed Analyst Answer Sheet

INSTRUCTIONS:

A. Examine and identify the parts of a seed.

B. Explain how seeds travel.

C. Complete crossword puzzle.

STEP ONE

A. You have seen many seeds before, but did you know that seeds have many different parts Seeds come in many different shapes, colors, and sizes. However, they have one thing in common: a **protective seed cover**, a **baby plant (embryo)**, and a **food supply** that nourishes the seed as it pushes up through the soil and grows into a young plant. In some plants, such as the bean, the food supply is located in two seed "leaves" or **cotyledons.**

B. Find the container of seeds at your center. These seeds have been soaking overnight in order to make it easier for you to split them open. Remove one lima bean seed. Split the seed open with your thumbnail. Can you locate the different parts of the seed Compare your seed to the diagram.

C. Remove the embryo carefully. Set it aside. Then remove the seed cover and the **cotyledons.**

D. Examine each part of the seed carefully. Does the embryo resemble a baby plant How does the seed feel without the seed cover

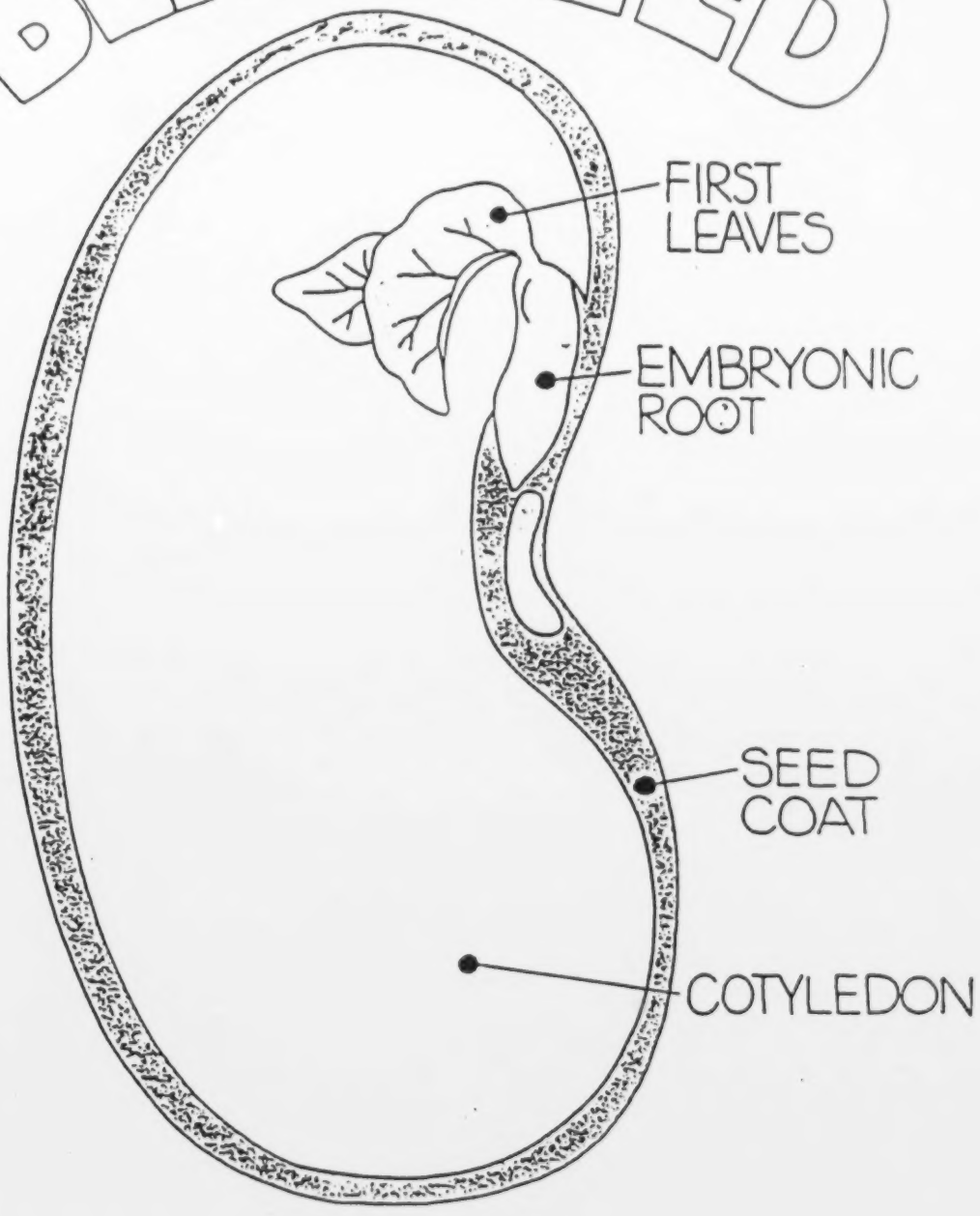
E. Glue each part of the seed in the designated part on your answer sheet and record your observations by answering the questions on your answer sheet.

STEP TWO

A. Remove a corn seed from the seed container and split it open.

B. How does it differ from the bean seed Find the section on your answer sheet and answer the questions.

A TRIP INSIDE A BEAN SEED



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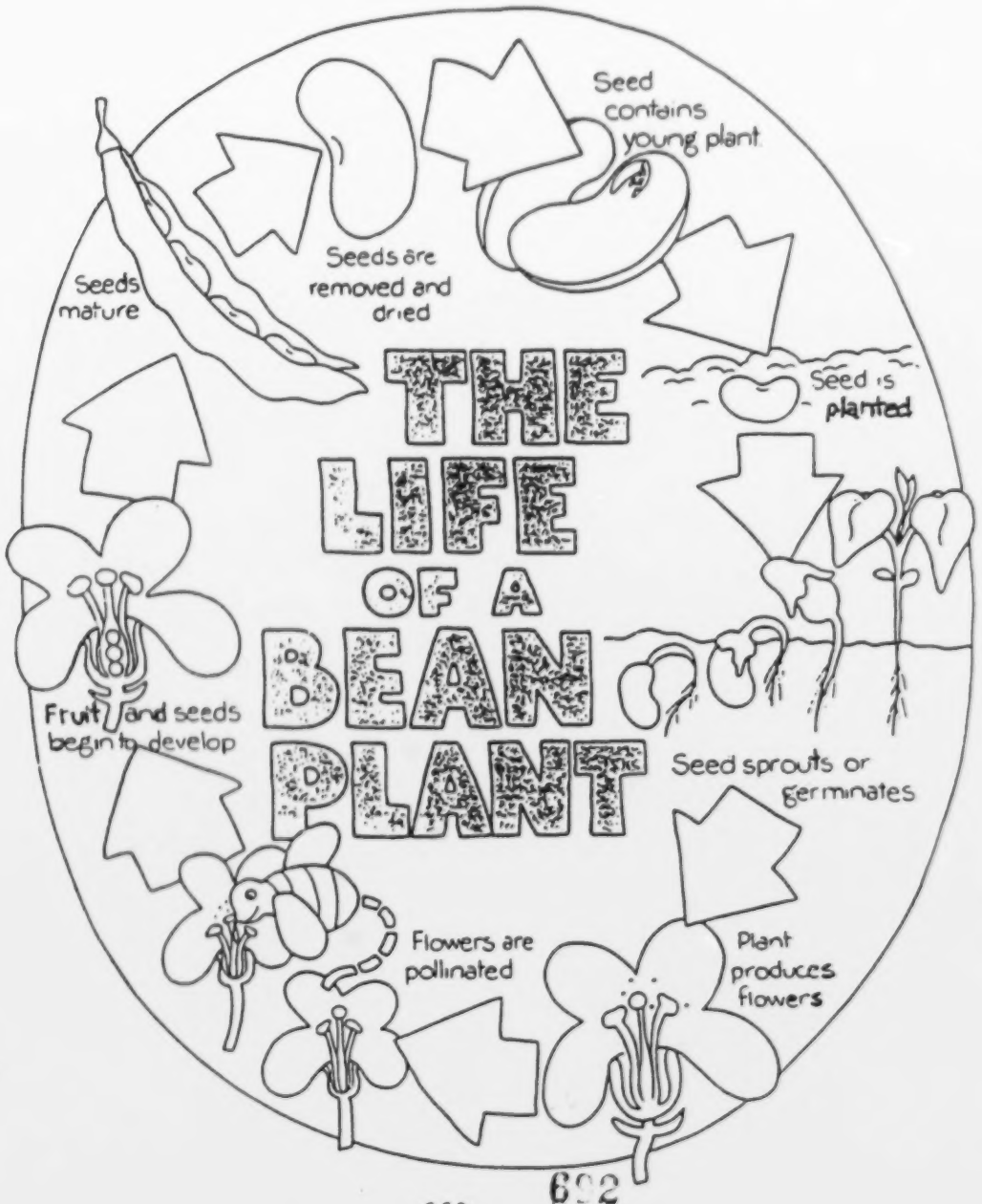
STEP THREE

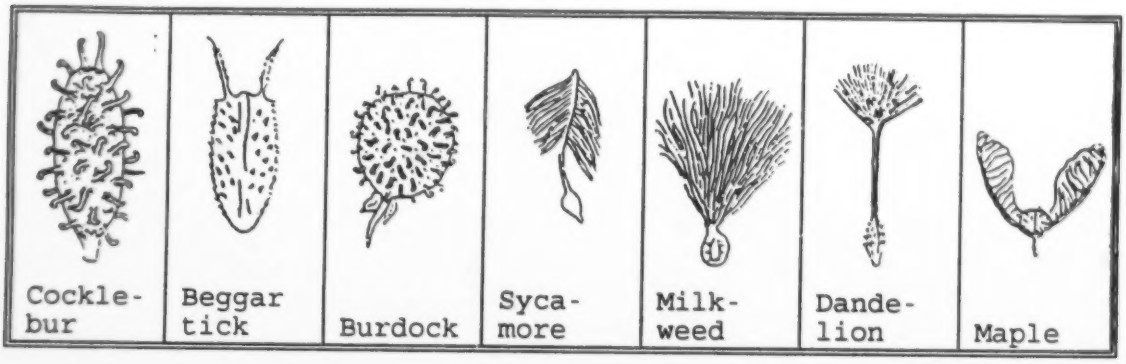
A. You have examined a seed in its resting stage. The seed will remain **dormant** (resting) until conditions of air, temperature, moisture, and light are favorable for **germination.** A seed will **germinate** (swell and sprout) under these conditions.

B. Study the diagram that illustrates the life cycle of a bean plant. As you can see, a seed germinates into a plant which produces flowers which, in turn, produces more seeds.


Seed contains young plant
Seeds are removed and dried
Seeds mature
THE LIFE OF A BEAN PLANT
Seed is planted
Fruit and seeds begin to develop
Seed sprouts or germinates
Flowers are pollinated
Plant produces flowers

C. Where do these seeds and plants come from? Some seeds are planted by people. Others travel by a variety of means. Some may stick to clothing or animals. Birds may eat fleshy fruits and pass the seeds out of their bodies some distance away. People throw away such seeds as watermelon seeds and fruit pits. The wind blows many types of seeds. Some seeds have "parachutes" such as dandelion and milkweed. Maple seeds look like they have "wings." Other seeds may float down streams and creeks.

D. Study the diagram below. How do you think these seeds travel? Write your answers in the spaces provided in Step Three of your answer sheet.



STEP FOUR

A. You have learned many new things about seeds and how they mature into plants. The dissecting of a seed called for the exacting skills which a seed analyst must have to do his or her job each day. A background in science, especially botany, is necessary.

B. Demonstrate your knowledge of seeds and the career of seed analyst by completing the crossword puzzle on your answer sheet.

C. Make sure your work area is clean and neat before you leave the lab. Dispose of any seed parts that remain.

Name _____

SEED ANALYST ANSWER SHEET

STEP ONE

Dissect the bean seed according to your directions. Carefully glue the different parts in spaces below. When you have finished, answer the questions that follow.

EMBRYO	COTYLEDON	SEED COAT

1. What kinds of things did you notice about the bean seed?

_____

2. How many different parts can you find?_____

_____

3. How does the seed feel to you without its cover? _____

_____

4. What does the seed smell like? _____

STEP TWO

Open the corn seed and study it. Then answer the questions below. Throw the corn seed away when you are finished.

1. How is the corn seed like the bean seed? _____

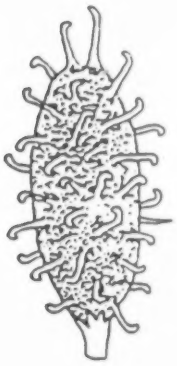
_____

2. How is the corn seed different from the bean seed?_____

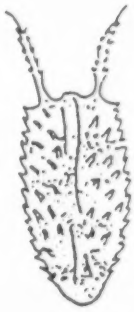
_____

STEP THREE

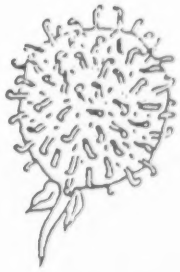
How do seeds travel? Study their shape and think about what you have seen. Write your answers in the spaces below each seed.



Cocklebur



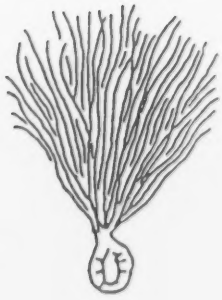
Beggar tick



Burdock

_____ _____ _____

Sycamore

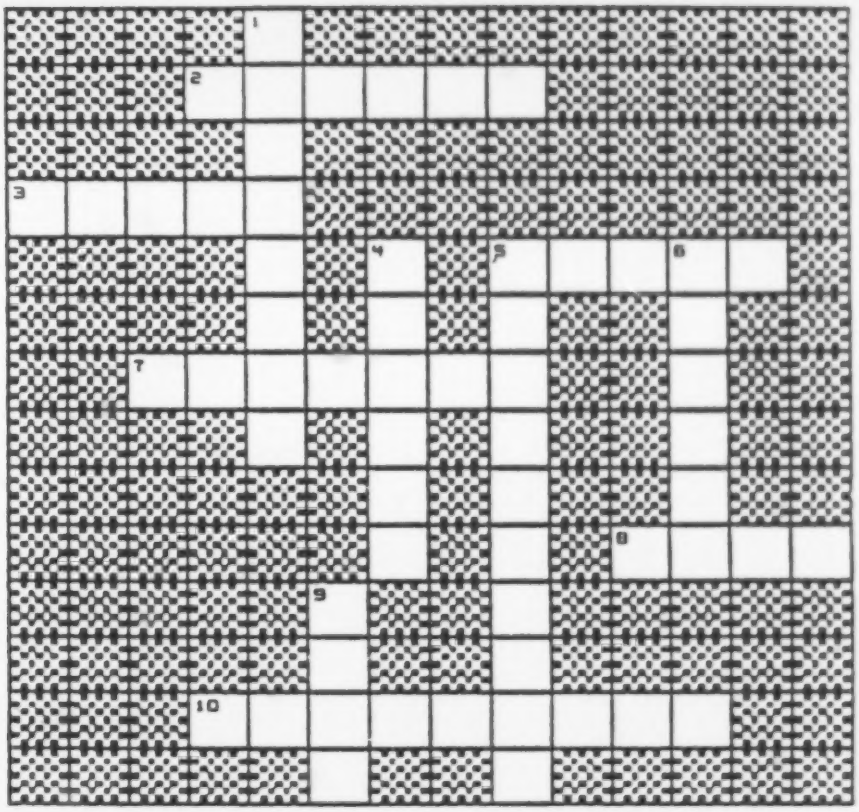


Milkweed

Dandelion

Maple

_____ _____ _____ _____

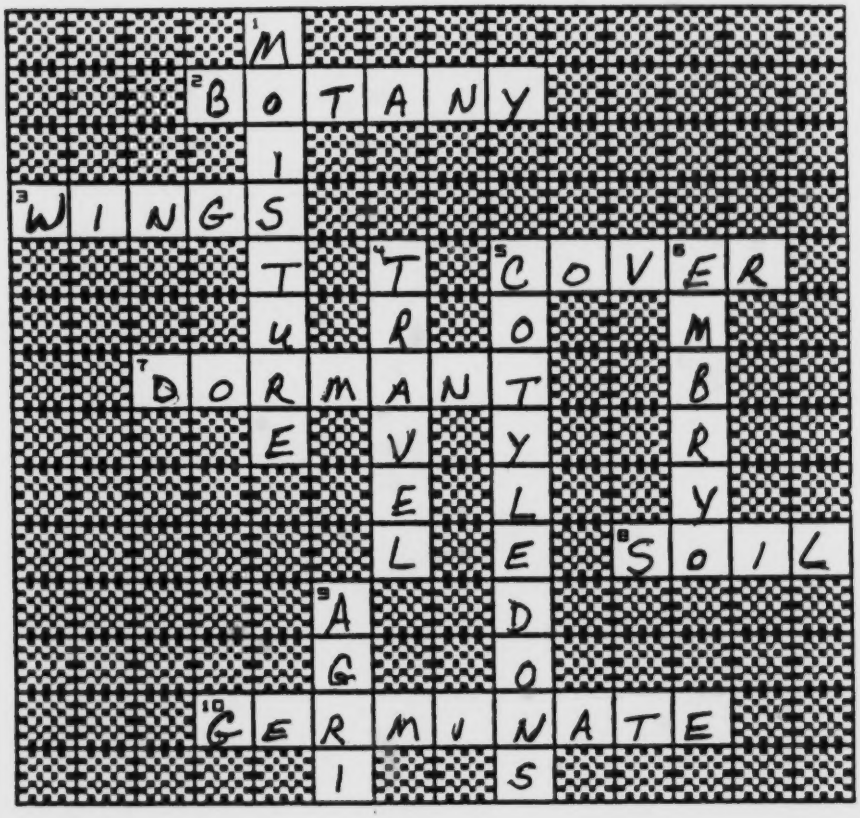


ACROSS CLUES

2. A background in science, especially _____ is helpful in this career.
3. The maple seed looks like it has _____.
5. Seeds have protective coatings, or a _____.
7. When a seed is in the resting stage, it is called _____.
8. The temperature of the air and _____ effect the growth of seeds.
10. A seed will _____ when it swells and sprouts.

DOWN CLUES

1. The amount of wetness or _____ is important for a seed to germinate.
4. Seeds _____ in many different ways, such as floating through the air and down streams
5. The _____ is the scientific name of the tiny leaf inside a seed.
6. A baby plant is called an _____.
9. This career is in the _____ business cluster.



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SWINE PRODUCER

Agribusiness
Cluster

Nature Interest
Area

SUBJECT CORRELATION: Agriculture, Science, Math, Reading, Biology

JOB DESCRIPTION: Swine producers are farmers who raise many breeds of hogs. Swine production is a specialized business in agriculture and is a major source of farm income. These animals provide many food products, such as bacon and sausage. The fat, skin, hair, and other parts of the hog are used to make lard, leather goods, brushes, soap, fertilizers, medicine, glue, and other products.

MATERIALS NEEDED:
"Breeds of Swine" Filmstrip
Filmstrip Projector or Viewer
Colored Pencils or Crayons
Swine Producer Answer Sheet

INSTRUCTIONS:

A. View the filmstrip and identify different breeds by their markings (or use some other resource).

B. Read agricultural reports about hog production and answer the questions on your answer sheet.

C. Complete crossword puzzle.

STEP ONE

A. Hog breeding has become a very scientific process. Hogs today grow faster on less food and produce more lean meat and less fat than did hogs raised in the past. American farmers generally raise crossbred hogs which are produced by mating parents of different breeds. Crossbred hogs generally produce larger litters.

B. To learn more about hog breeds, watch the filmstrip called "Breeds of Swine." It will help you learn how to identify different breeds by their markings and body shape.

C. As you know, hogs vary widely in appearance. How many can you identify by their markings. Find the diagrams on your answer sheet. Color each hog breed with the appropriate colors and markings.

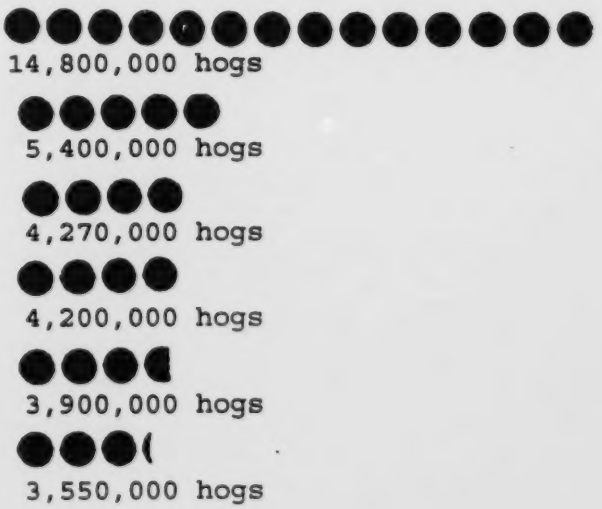
STEP TWO

A. About one fourth of the meat eaten in the United States comes from hogs. The United States ranks third in worldwide hog production, behind China and the Soviet Union. About one out of every five farms in the United States is involved in hog production.

B. The United States Department of Agriculture keeps statistics on all aspects of farming. This allows farmers to gauge or watch the amount of yearly hog production. Study the chart below. It lists the leading hog-producing states and provinces in the United States and Canada.

C. Answer the questions about hog production on your answer sheet.

Leading hog-raising states and provinces*



*Sources: U. S. Department of Agriculture; Statistics Canada. Figures are for 1983.

Ontario — 3,545,000 hogs

Quebec — 3,375,000 hogs

North Carolina — 2,300,000 hogs

Ohio — 2,100,000 hogs

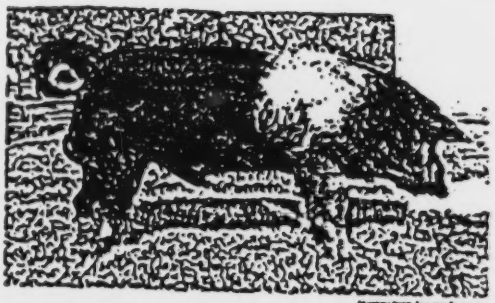
STEP THREE

A. Study the following chart and illustrations. Complete the crossword puzzle on your answer sheet to test your knowledge of swine production.

Main breeds of hogs

Breed	Place and date of origin	Identifying features
American Landrace	Indiana, 1930s	White, drooping ears, long body
Berkshire	England, 1700s	Black with white markings; erect ears; short snout
Chester White	Pennsylvania, early 1800s	White, drooping ears
Duroc	New York, early 1800s	Red, drooping ears
Hampshire	Kentucky, early 1800s	Black with white band around shoulders and front legs
Poland China	Ohio, late 1800s	Black with white markings; drooping ears
Spotted Swine	Ohio and Indiana, late 1800s	Black and white spotted
Yorkshire	England, early 1800s	White; erect ears

Berkshires provide meat with little excess fat.

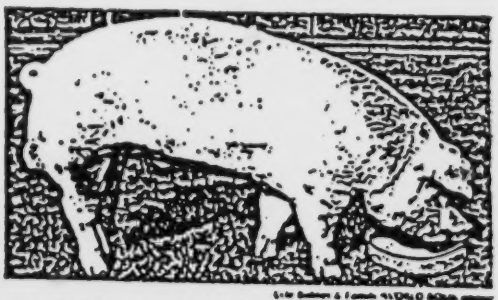


The Hampshire was developed in the United States.

The American Landrace is a long-bodied hog.

Spotted Swine may be mostly black or mostly white.

Poland Chinas are often used for crossbreeding.



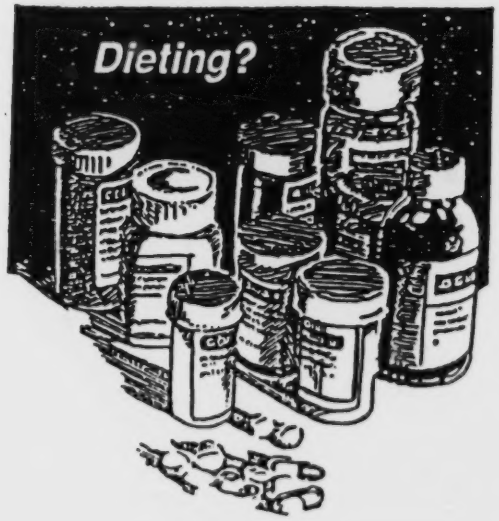
Chester Whites must have shade to avoid sunburn.

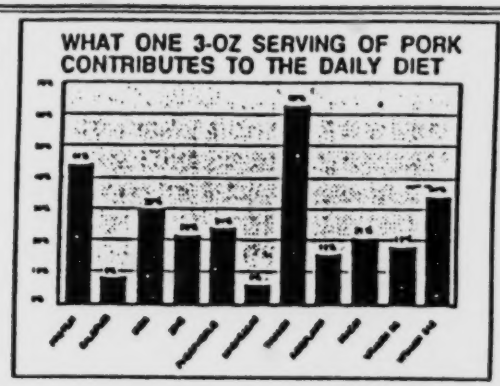
B. You have learned many new things about hogs and swine production. If you wanted to pursue a career in swine production, you would have to be willing to work seven days a week and in all kinds of weather conditions. Raising hogs as a 4-H project or as a member of Future Farmers of America (FFA) would be an excellent way to find out what it takes to be a successful swine producer.

C. When you have completed this activity, clean up your work area before leaving the lab.

Pork

A wholesome choice for the fitness minded!





PORK MYTHS

FAT

Many people mistakenly believe that pork contains a lot of fat. Not true! A 3 oz. serving of pork center loin contains only 9 grams of fat, two-thirds of which are unsaturated fatty acids.

SODIUM

Cured pork products such as ham and bacon are now cured with 50% less salt than 20 years ago.

CHOLESTEROL

A 3 oz. serving of roasted center loin pork contains only 78 milligrams of cholesterol - just 26% of the maximum recommended by the American Heart Association.

A 3 oz. serving of cooked, lean pork contains only 206 calories. It's a good diet investment because it offers many nutients for a moderate number of calories.

MEDICAL CONTRIBUTIONS:

HEART:

Valves from young to full grown hogs are used in valve replacement surgery in humans, from infancy to old age. In the last 12 years, 250,000 lives have been saved through implantation of swine heart valves.

SKIN:

Due to its similarity to human skin, pigskin is used to treat massive burns and large accidental skin removal. Gelatin is used for capsules and pills.

THYROID:

Extracts are used to regulate the rate of metabolism in humans. Another extract is used to treat low calcium and phosphate levels and regulate heart beat.

PANCREAS:

Extracts are the source of insulin; even with synthetic insulin, there are an estimated 5% of all diabetics allergic to all but insulin from hogs.

Medical products from hog production include cortisone, Norepinephrine, plasmin, blood fibrin, heart valves, estrogen, relaxin, insulin, burn dressings, pepsin and oxytocin.

PRODUCT CONTRIBUTIONS:

Fabric printing and dying · Water filters · Glue · Floor wax · Buttons · Rubber · China · Crayons/chalk · Fertilizer · Antifreeze · Glass · Matches

NORTH CAROLINA FARM BUREAU

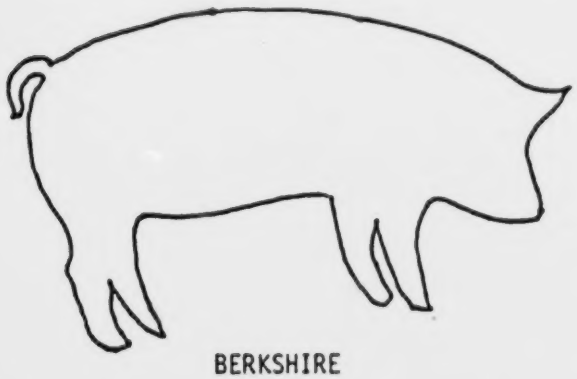
670

Name _____

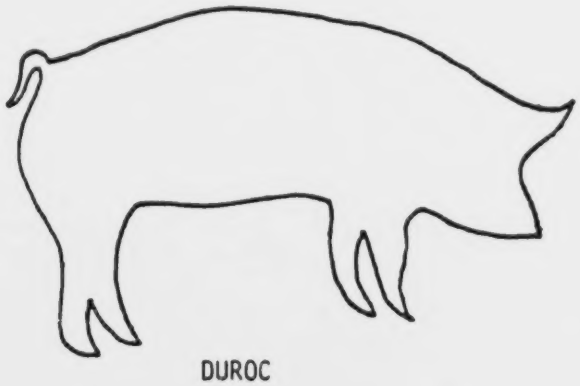
SWINE PRODUCER ANSWER SHEET

STEP ONE

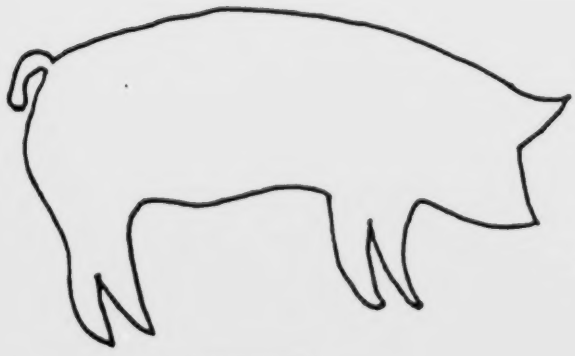
Color each labeled diagram with the correct markings and colors.



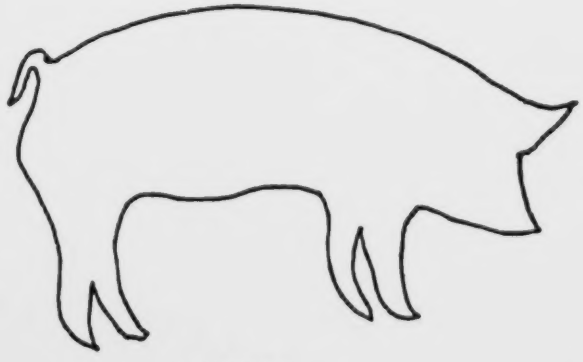
BERKSHIRE



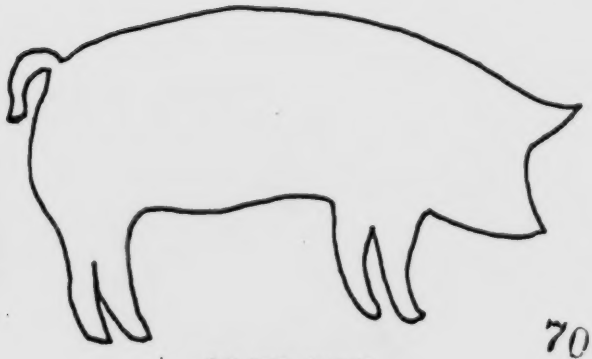
DUROC



HAMPSHIRE



LANDRACE



POLAND CHINA

YORKSHIRE

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STEP TWO

Study the chart about hog production and answer the questions below.

1. North Carolina ranks _____ in the states and Canadian provinces in hog production.

2. Illinois raises _____ fewer hogs annually than Iowa.

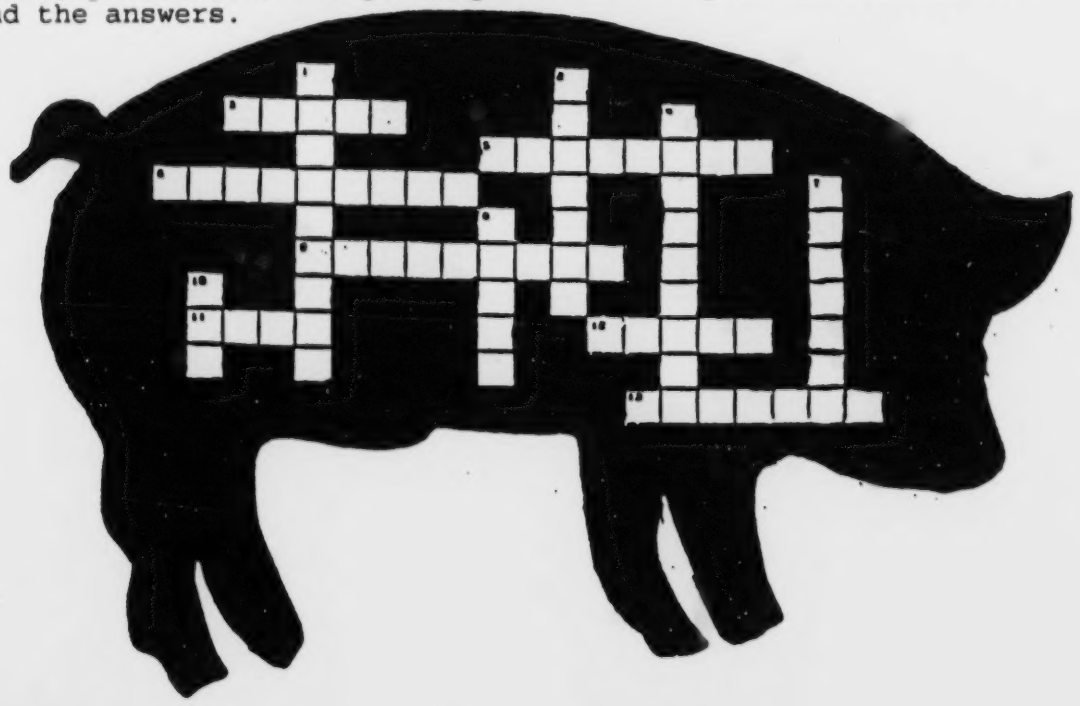
3. _____ is the leading Canadian province in hog production.

4. The lowest-ranking of the top ten states and provinces is _____ with _____ hogs yearly.

5. Indiana raises twice as many hogs as _____.

STEP THREE

Complete the crossword puzzle below. Use the information on hog breeds, production, and job requirements in your directions to find the answers.



ACROSS CLUES

3. Breed with red, drooping ears.
5. Breed with white, long body.
6. White breed with erect ears.
11. One in _____ farms is involved in swine production.
12. Hog
13. One non-food product from hogs are _____ goods.

DOWN CLUES

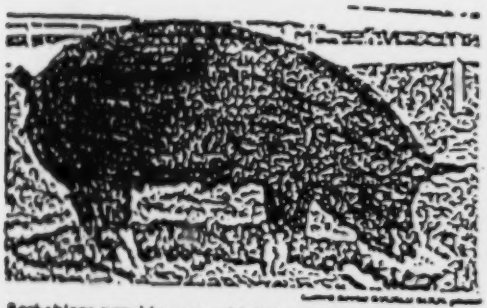
1. Mating different breeds results in hybrid or _____ breeds.
2. Chester whites _____ because of their pale skin.
4. Was bred in Kentucky in the early 1800's.
7. A breakfast food.
8. The United States ranks _____ in swine production.
10. One way to find out about swine production is to get involved in the _____.

Name _____

SWINE PRODUCER ANSWER SHEET

STEP ONE

Color each labeled diagram with the correct markings and colors. (Use the filmstrip "Breeds of Swine" to check for appropriate markings.)



Berkshires provide meat with little excess fat.

The Hampshire was developed in the United States.

The American Landrace is a long-bodied hog.

Spotted Swine may be mostly black or mostly white.

Poland Chinas are often used for crossbreeding.

Chester Whites must have shade to avoid sunburn.

STEP TWO

Study the chart about hog production and answer the questions below.

1. North Carolina ranks ___9___ in the states and Canadian provinces in hog production.

2. Illinois raises _____9,400,000_____ fewer hogs annually than Iowa.

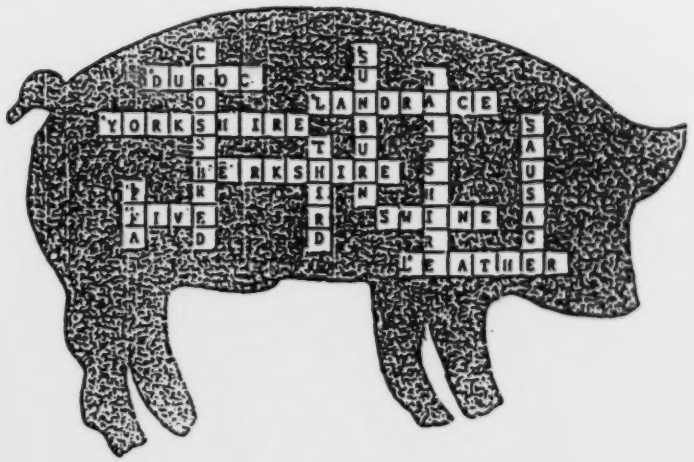
3. ___Quebec_____ is the leading Canadian province in hog production.

4. The lowest-ranking of the top ten states and provinces is _____Ohio_____ with ___2,100,000___ hogs yearly.

5. Indiana raises twice as many hogs as _____Ohio_____.

STEP THREE

Complete the crossword puzzle below. Use the information on hog breeds, production, and job requirements in your directions to find the answers.



VETERINARIAN

Agribusiness
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Biology, Science, Anatomy, Math, Reading

JOB DESCRIPTION: Veterinarians are trained professionals who deal with the diagnosis, treatment, and prevention of animal diseases. Veterinarians are also dedicated to the protection of the health and welfare of animals and people.

MATERIALS NEEDED:
Veterinarian Answer Sheet
Veterinarian Article
Microscope
Prepared Slide
Purina Dog Wormer Information
Yellow Pages

INSTRUCTIONS:

A. Become familiar with the parts of a microscope and label the parts.

B. Study a slide of tapeworms and prescribe worming medication for a dog.

C. Complete an animal health care record.

D. Answer questions about dog anatomy.

E. Answer job information questions.

STEP ONE

A. Veterinarians are concerned with the health and well-being of all animals. They must be familiar with a wide range of animal disease and conditions. As a veterinarian, you would come in contact with many cases of heart, tape, and round worm infestations in house pets and farm animals.

B. One piece of equipment that all veterinarians use is the microscope. It allows the veterinarian to look at blood and tissue samples that they could not normally see with the naked eye. Microscopes have become an invaluable tool in all medical and veterinary practices.

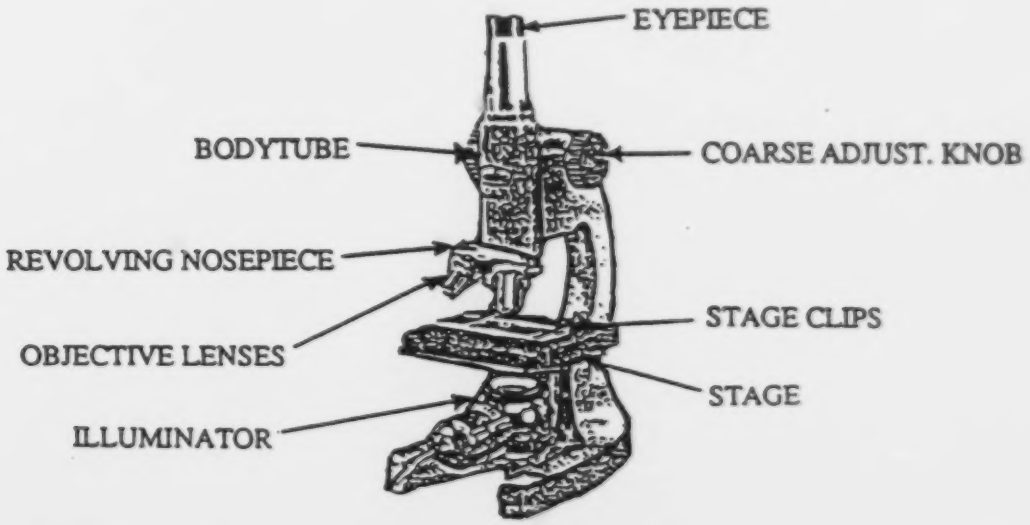
C. Before you begin diagnosing and prescribing treatment for your four-legged patients, you will need to become familiar with the parts of the microscope. Study the diagram on the following page. (Note: Some microscopes may have a mirror instead of an electric illuminator.)

The microscope has many parts. Study the descriptions below.

The **eyepiece** (sometimes called an **ocular**) is one of two magnifying lenses on the microscope. This is the lens that you look through when viewing slides.

The eyepiece sits on top of the **bodytube**.

At the other end of the bodytube is the **objective lens** which is close to the slide that you are viewing.



The **objective lenses** are mounted on a **revolving nosepiece** which allows you to change the strength of the lens magnification.

The **coarse adjustment knob** allows you to focus the image you are seeing. By moving the coarse adjustment knob, the bodytube moves up and down.

The **stage** is the platform that holds the slide. The **stage clips** hold the slide securely in place.

The **illuminator** provides a bright light which enables you to see the slide clearly.

D. Find the section on your answer sheet called "Microscope Terms." Label each part and match the descriptions to the correct name.

STEP TWO

A. Now you will use the microscope as part of your veterinary experience. Mrs. Jones has brought her 5-year-old poodle, Spike, into your office for a checkup. Spike hasn't been feeling well and seems to be losing weight. You suspect Spike might have a worm infestation.

B. There are many types of worms that infest dogs and cats. Many are carried to the animal through fleas. The flea larva, or eggs, eat worm eggs. Then the larva grows to an adult flea. The flea is eaten by the dog or cat. The worm eggs hatch in the dog's intestinal system and grow into adult worms. The infested animal loses weight because the worms are eating the food meant for the host animal.

C. As a veterinarian, you might take note of Spike's symptoms. Animals with worms are often listless and experience weight loss because they do not get the nutritional value of their food. To confirm your suspicions, you would want to take a stool sample (feces), since worms can often be spotted in fecal matter. A further examination of the sample under the microscope will confirm your diagnosis.

D. Get the prepared slide called "Taenia Pisiformis Eggs" from your teacher. Handle the slide very carefully. You must return the undamaged slide to the teacher at the end of this step. Read the directions that follow carefully.

    1. Turn the nosepiece so that the low-power lens is in place.
    2. Turn the power switch on.
    3. Place your slide on the stage so that the part you want to study is in the center.
    4. Lower the bodytube until the lens is about 1-4" away from the slide. DO NOT LOWER THE LENS SO FAR DOWN THAT IT TOUCHES THE SLIDE!
    5. Turn the coarse adjustment knob until you can see the tapeworm eggs clearly. If you need to rotate the nosepiece to use a higher-power lens, call the teacher.

E. What do you see Sketch your finding in the space provided on your answer sheet.

F. When you have finished, turn off your microscope and return the slide to the teacher.

STEP THREE

A. Now that you have confirmed that Spike has worms, you must provide the proper medication. Find the Purina Dog Wormer Information and study it carefully. You will see that the

amount of medication is prescribed by the weight of the animal. If Spike weighs 35 pounds, how much liquid wormer will you prescribe Write your answer in the space provided on your answer sheet.

B. Some dogs will need a wormer in a tablet form because of the type of worm and the owner's preference. Below is a listing of some other canine patients. Note the weight of each dog and the type of wormer desired. Figure the correct amount and write your answers on your answer sheet.

NAME	WEIGHT	TYPE OF WORMER
Binky	12 pounds	tablet
Rover	60 pounds	liquid
Angus	45 pounds	tablet
Fifi	10 pounds	liquid
Killer	85 pounds	tablet

STEP FOUR

A. Veterinarians are concerned with the health and well-being of all their animal patients so they recommend that all pets get regular checkups and vaccinations to protect them from disease.

B. On the following page is a list of recommended vaccinations for both cats and dogs. Note that certain vaccinations are given at a specific time in an animal's life. Some vaccinations are given several times over an animal's lifetime.

RECOMMENDED CANINE VACCINATIONS

8 weeks - distemper, hepatitis, kennel cough, parvo-virus, corona virus
12 weeks - distemper, hepatitis, kennel cough, parvo-virus, corona virus
16 weeks - parvo-virus, corona virus, rabies

Every six months - parvo-virus, corona virus
Once a year - distemper, hepatitis, kennel cough

RECOMMENDED FELINE VACCINATIONS

8 weeks - distemper, upper respiratory, calici virus, rabies

C. A health care record is kept for each animal patient. When vaccinations are given, the date is recorded carefully and the type of vaccination is noted. Find the health care record on your answer sheet. Note the birth date of each patient. Fill in the appropriate information on the chart for the first 10 years of each animal's life. Use a calendar to determine the correct dates for each vaccination. Check the example below.

CANINE

Patient name: Binky

Born: 5-3-91

AGE	DATE	DISTEMPER	HEPATITIS	KENNEL COUGH	PARVO-VIRUS	CORONA VIRUS	RABIES
8 wks.	6-28-91	x	x	x	x	x	
12 wks.	7-26-91	x	x	x	x	x	
16 wks.	8-23-91				x		x
6 mos.	11-28-91				x	x	
1 yr.	5-3-92	x	x	x			
2 yrs.							
3 yrs.							
4 yrs.							
5 yrs.							
6 yrs.							
7 yrs.							
8 yrs.							
9 yrs.							
10 yrs.							

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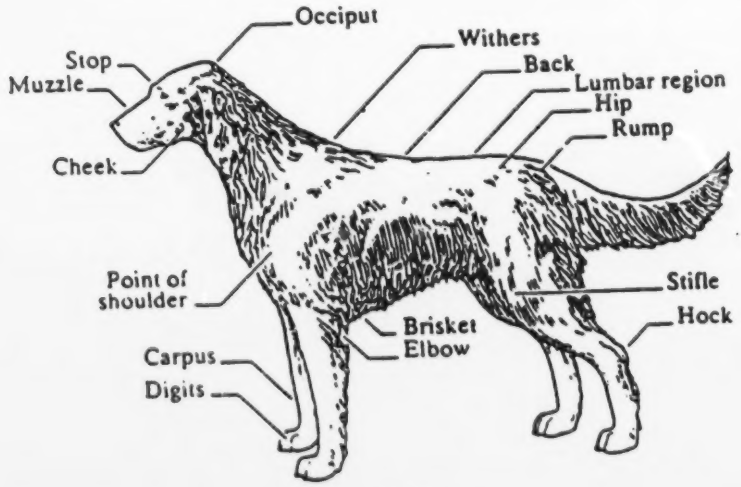
STEP FIVE

A. Veterinarians must be familiar with all the anatomical (body) parts of their patients. Dogs and cats probably make up the majority of animal patients in our area.

B. The illustration below shows the correct names for each part of a dog's anatomy. Many of the same terms are used to describe the parts of a cat.

C. Find the section on your answer sheet about animal anatomy. Fill in the blanks for each question about animal anatomy.



Parts of a Dog

STEP SIX

A. Veterinarians are highly trained medical personnel. They must attend a four-year college or university and then be accepted to an accredited veterinary school.

B. To find out more about a career in Veterinary Medicine, read the Veterinarian article. Answer the questions on your answer sheet concerning the qualifications and requirements necessary for this career.

STEP SEVEN

A. There are many practicing veterinarians in our area. Some specialize in exotic pets, others in farm animals, and still others in common domestic pets such as dogs and cats.

B. Study the yellow pages of the telephone book. Can you locate a specific veterinarian Answer the questions in the section provided on your answer sheet.

PURINA* DOG WORMER TABLETS

What It Is -- An exclusive Purina* deworming product in tablet form.

What It Does -- Safely and easily removes both species of hookworms and both species of roundworms commonly found in dogs.

Active Ingredient -- Each tablet contains 113.5 mg. Pyrantel Base as Pyrantel Pamoate. (For large dogs)

Each tablet contains 22.76 mg. Pyrantel Base as Pyrantel Pamoate. (For puppies and small dogs)

Features	Benefits
Contains Pyrantel Pamoate	Removes both kinds of roundworms and both kinds of hookworms... One dose effectiveness within 24 hours... Tasteless to dogs. May be "force fed" or broken up and sprinkled over dog food... Does not cause excessive salivation... No laxatives or fasting required.
Research-tested	No side effects when tested on 700 dogs of various breeds, ages, life phases, and physical situations at Purina's Research Farm.
Scored tablet in two sizes	Large tablet treats 50-lb. body weight. Small tablet treats 10-lb. body weight... May be broken in half to treat nearest 5 lbs. or 25 lbs.

How to use -- Place tablet directly into back of mouth or conceal in small amount of food.

One small tablet for 10 lbs. of dog weight. (One half tablet for 5 lbs. of dog weight.)
One large tablet for 50 lbs. of dog weight. (One half tablet for 25 lbs. of dog weight.)

Important Considerations -- If your dog looks or acts sick, do not treat with this product.

Keep out of reach of children. Not for human consumption.

*Trademark of Ralston Purina Company.

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PURINA* LIQUID DOG WORMER

What It Is -- A liquid dewormer for dogs.

What It Does -- Removes large roundworms (ascarids).

Active Ingredient -- Piperazine monohydrochloride 4.77% (equivalent to 3.35% Piperazine base)

Storage -- Store above freezing.

Features	Benefits
Piperazine	Controls roundworms... Effective wormer for healthy dogs.
Liquid	Easy to use.

How to Use -- Mix into ration (liquid or semi-solid) to be consumed at one feeding. For unweaned puppies, dose with teaspoon or eyedropper. Follow dosage guide on label.

Dogs should be rewormed at monthly intervals where heavy contamination is a problem. Most household pets should be dewormed twice yearly.

Important Considerations - Do not worm diseased or badly weakened dogs.

*Trademark of Ralston Purina Company

How to Use Purina* Liquid Dog Wormer

This product provides a convenient and safe method of removing large roundworms (ascarids) from dogs. The correct dose should be mixed into the ration (liquid or semi-solid) that is consumed at one feeding. There is no need to starve dogs either before or after worming. Maximum effect is attained when all food containing Liquid Dog Wormer is consumed. On heavily contaminated premises, dogs should be rewormed at monthly intervals. Proper sanitation is important in the control of roundworms.

Dosage Guide

Weight of dog	Amount of Liquid Dog Wormer (Provides 20-30 mg. Piperazine per pound body weight)
3 lbs.	.07 fl. oz. (1\2 teaspoon)
6 lbs.	.15 fl. oz. (1 teaspoon)
15 lbs.	.38 fl. oz. (2 teaspoons)
20 lbs.	.5 fl. oz. (1 tablespoon)
30 lbs.	.8 fl. oz. (1-1\2 tablespoons)
40 lbs.	1.0 fl. oz. (2 tablespoons)
50 lbs.	1.3 fl. oz. (2-1\2 tablespoons)
60 lbs.	1.5 fl. oz. (3 tablespoons)
80 lbs.	2.0 fl. oz. (4 tablespoons)

Quality-controlled by Purina research

*Trademark of Ralston Purina Company 717

Veterinarian

Doctors of Veterinarian Medicine (DVMs) are dedicated to animal and human welfare. They diagnose and treat diseases and injuries in animals. They also control the spread of disease in animals and from animals to humans. They treat and may specialize in companion animals such as dogs, cats, and birds; domestic animals such as horses, cattle, and sheep; wild animals; or marine life. Veterinarians may also work in public health or supervise the care of laboratory animals.

Requirements	Veterinarians must receive a degree from an accredited college of veterinary medicine. Candidates may apply to veterinary school after completing required coursework in an undergraduate program which includes English, biological and physical science, humanities, and social sciences. State schools usually give preference to in-state applicants. Veterinary school takes four years and includes course work and clinical experience in anatomy and physiology of animals, disease systems, toxicology, diagnoses of injury and disease, veterinary public health and other topics. Graduates of veterinary school must then pass a national certification examination and meet the requirements of the NC Veterinary Medical Board in order to be licensed to practice in North Carolina.	**Professional Associations:** American Veterinary Medical Association 930 N.Meacham Rd. Schaumburg, IL 60196 (312) 885-8070 NC Veterinary Medical Association 225-A N. Greene St. P.O. Box 218 Snow Hill, NC 28580 1-800-446-2862 NC Veterinary Medical Board P.O. Box 12587 Raleigh, NC 37605 American Animal Hospital Ass'n. P.O. Box 150899 Denver, CO 80215-0899 1-800-252-2242

Areas of Specialization	There are many areas of specialization for veterinarians. Some choose to focus on specific animals such as horses, dentistry, ophthalmology (eyes), surgery, or allergies in animals.	**Educational Program** **North Carolina State University, College of Veterinary Medicine**
Work Environment	Most veterinarians work independently or in group practices in animal clinics, or may conduct visits to farms and livestock centers. Veterinarians also work for state and federal agencies such as the U. S. Department of Agriculture and the National Science Foundation. Some specialize in research work in laboratories at universities and veterinary schools. Others are employed by biomedical industries.	
High School Preparation	General college preparation is recommended: three courses in math, including Algebra I, Algebra II, and Geometry, or a higher level math course for which Algebra II is a prerequisite; three science courses, including one biological science, one physical science, and one lab course; four English units and two social studies units, including one in U.S. History; and two years of foreign language. Related experience is helpful such as jobs with veterinarians or pet shops, membership in the 4-H clubs or Future Farmers of America, or volunteer work with animal shelters and humane societies.	**Average Earnings** **$25,000-$75,000**

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ANIMAL HOSPITAL OF NORTH RALEIGH

STRICKLAND RD | SIX FORKS RD

SIX FORKS

SIX FORKS STATION CENTER
8819 SIX FORKS RD. N.
NEXT TO K-MART

847-1972

EVENING HOURS
24 HOUR EMERGENCY
MEDICAL, SURGICAL
DENTAL, BOARDING, BATHS

DR. BURTON E. ANDERSON

V385

BOWMAN ANIMAL CLINIC

Gale Gilbert Bowman D.V.M., MS
Licensed DVM For 14 Years

- *Advanced degree/training in animal eye care*
- *Complete health maintenance programs for cats, dogs, birds, rabbits, ferrets and horses.*
- *Medical surgical & dental care for cats, dogs, birds, rabbits & ferrets*
- *Hrs. Mon.-Tue 8-8*
  Wed-Fri 8-6 Sat 8-4
- *Bath & dips for cats, rabbits ferrets & small dogs*
- *Drop off service 7:30 a.m. Pickup at 5:30 pm*
- *House calls/barn calls*
- *Nutritional & info. center for cats, dogs, birds, rabbits, ferrets*
- *Emergency calls*
- *Tattooing*

New Patients Welcome **847-6216** Towne North Shop. Ctr. 8347 Creedmoor Rd.

V413

DURALEIGH ANIMAL HOSPITAL

V445

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HWY 70 | OLD RALEIGH RD | DURALEIGH RD | EDWARDS MILL RD | OLD WAKE RD

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"Come around the back!"
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V368

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Veterinarians-DVM-(Cont'd)

ANIMAL MEDICAL CENTER OF GARNER

GARNER

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Dr. Sara Lash
Medicine • Surgery • Dentistry
• Boarding • Bathing • Drop-Offs
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1140 Benson Rd Garner ---------- 779-8887
Emergencies ---------- 779-8887

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Large And Small Animal
Medicine And Surgery
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Dr Richard B. Cochrane JR
Dr R. Douglas Mackey
Dr Samuel P. Gaspine
Dr Ben Stanton
Dr Betty T Sapman
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HIGHWAY 55 E APEX NC
---------- Raleigh Tel No- 833-4481
Apex Tel No ---------- 362-6878
Nights Sundays Holidays ---------- 870-4000

—The SOUTHERN BELL YELLOW PAGES saves time.

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NORTH RALEIGH

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Dr. Susan Robinson
Companion Animal Medicine & Surgery

MODERN BOARDING FACILITY
Office Hours By Appointment

19009 Six Forks Rd ---------- 848-1926
Emergencies ---------- 848-1926
Boarding Kennel Qtr ---------- 848-1929

BOULEVARD ANIMAL HOSPITAL

Dr Lester Tremaine
Dr D T Allen
Dr Lora Evans
Dr Bryan Hight
Treatment For Small Animals
3900 Western Blvd ---------- 828-7468
Nights Sundays & Holidays ---------- 781-5145
Bowman Animal Clinic 8347 Creedmoor Rd - 847-6216
(Please See Our Display Ad This Page)

(Classification Continued Next Page)

The Southern Bell Yellow Pages offers a simple solution for those hard to find items. Use the buying guide often. It is your complete source of information.

Six Forks Animal Hospital

SERVING RALEIGH FOR OVER 22 YEARS

COMPLETE MEDICAL, DENTAL & SURGICAL CARE FOR DOGS AND CATS

BATHS AND DIPS

DR. STEPHEN P. SULLIVAN
DR. CAROL J. CHACTO
DR. NORMAN F. MANNING

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(Between Ace Hardware & Fast Fare)

EMERGENCIES, AFTER HOURS & WEEKENDS 781-5145

847-5854

V134

VETERINARY HOUSE CALLS

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HOUSE CALL PRACTICE
Jackie Price Carter, D.V.M.
COMPLETE MEDICAL, SURGICAL AND DENTAL SERVICES AVAILABLE

821-4060

V134

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FIVE POINTS AREA

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PERSONAL & CARING SERVICE
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833-2666

1516 Glenwood Av.

V413

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Veterinarians-DVM-(Cont'd)

BRENTWOOD ANIMAL HOSPITAL
SMALL ANIMAL MEDICINE
• SURGERY
• DENTAL CARE
VISA & MASTERCARD ACCEPTED
LOCATED AT
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2930 Atlantic Av 872-6060

BROOKWOOD VETERINARY CLINIC
Drs Richard & Elizabeth Cotton
Dr Frederick Bertram
Dr Gregory Morse
Highway 401 South
2810 Brookwood Dr Raf 779-2940

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Dr Warren B McCann
Dr Frank H Barnhart
Small Animal Medicine & Surgery
Convenient To Cary, Apex & Raleigh
1401-A E Maynard Rd Cary 469-0947
Nights Sundays & Holidays 781-5145

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Dr David Holcomb
Small Animal Med & Surgery
291 W Chatham St Cary 469-8114
Chem Emergencies 469-8114

CLAYTON ANIMAL HOSPITAL
• Small Animal Medicine
• Exotic Animal Medicine
• Boarding
• Grooming
DOCTOR MICHAEL B BAGLEY
CLAYTON ANIMAL HOSPITAL
104 Hwy 70 E Clayton N C 553-4601
After Hours Emergency 553-4601
Dr 899-4085

COMMUNITY ANIMAL HOSPITAL
US 64 Hwy W 365-6302

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WEST RALEIGH & EAST CARY
EASY ACCESS OFF BELTLINE
DR. SANDRA ALBRIGHT
• SMALL ANIMALS
• PET BIRDS/EXOTICS
Monday & Wednesday 7:30 - 8:00
Tuesday, Thursday & Friday 7:30 - 6:00
Saturday 8:30 - 12:30
1112 Jones Franklin Rd 851-8979

DIXIE TRAIL ANIMAL CLINIC
3040 Medlin Dr 781-5977
(Please See Our Display Ad Page 935)

DUFFY MARGUERITE F DVM
6154 Falls Of Neuse Rd 876-4312

Find it here quick and easy!

DURALEIGH ANIMAL HOSPITAL
[illegible] 783-5191
(Please See Our Display Ad Page 936)

ENGEBRETSON NANCY DVM
HOUSE CALL PRACTICE FOR DOGS & CATS
EVENING APPTS AVAILABLE
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6627 Falls Of Neuse Rd 847-0141
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Complete Veterinary Medical Care
Regular Office Hours
8 AM - 6 PM Monday - Friday
Saturday 8 AM - 1 PM
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GARNER ANIMAL HOSPITAL INC
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Dr Betsy J Walton
1130 Hwy 70 East Garner 772-0404
Nights Sundays & Holidays 781-5145

HAYES BARTON ANIMAL HOSPITAL
1516 Glenwood Av 833-2666
(Please See Our Display Ad Page 936)

HIDDEN VALLEY ANIMAL CLINIC
2315 Lynn Rd 847-9396

KILDAIRE ANIMAL MEDICAL CENTER
CARY AREA
24 Hour Local Emergency Service
Dr John Strasser
Dr John Spatch
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Dr Nick Ashford
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Saturdays 9 00 AM - 12 00 PM
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Latimore Pax M DVM
House Call Practice For Pets
Call For Appointment
10704 S Avalon Cv Raf 362-8041

LEESVILLE ANIMAL HOSPITAL PA
NORTH WEST RALEIGH
24 HOUR EMERGENCY SERVICE
Small Animal Medicine & Surgery
Boarding - Grooming
Dr Harold Pearce
Appointments Preferred Weekdays & Saturdays
Pinecrest Pointe Shopping Center
Next To Food Lion
9101 Leesville Rd 870-7000
Emergencies Call 870-7000

LITCHFORD VILLAGE ANIMAL CLINIC
8320 Litchford Rd 850-9600

MAYFAIR ANIMAL HOSPITAL
PRACTICE OF DOGS, CATS, BIRDS EXOTICS
DR. DAN A. HUDSON
DR S T CURRIN
DR JOHNSON RUSSELL
DR SUSAN BRISTOL
DR IRENE RUSNAK
FOR APPOINTMENT OR INFORMATION CALL
Mayfair Animal Hospital
450 W Chatham St Cary 467-6146
Nights Sun & Holidays 781-5145

LOOK through the SOUTHERN BELL YELLOW PAGES now. You may be surprised how helpful it can be to you

NEUSE RIVER VETERINARY HOSPITAL
Dr Robert J Mayer
Dr James E Mayer
Practice Of Horses & Small Animals
530 E WILSON AV WNDL 365-9001
..... 266-7070

NORTH WAKE ANIMAL HOSPITAL
Practice Of Large & Small Animals
Dr Lee Darsh DVM
Dr Nancy Henry DVM
U S 1 North Wake Forest NC 556-1121
Nights Sundays & Holidays 556-1121

NORTHWOODS ANIMAL HOSPITAL
PRACTICE OF DOGS, CATS, BIRDS EXOTICS
DR DAN A HUDSON
DR S T CURRIN
DR JOHNSON RUSSELL
DR SUSAN BRISTOL
DR IRENE RUSNAK
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CREEDMOOR ROAD
NORTHWEST RALEIGH
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DOGS, CATS BIRDS, SMALL PETS
Medical, Dental, Surgical
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Nights Sundays Holidays 781-5145

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Oberlin Road Animal Hospital
Dr Joe Gordon
Dr Tracy Hoover
617 Oberlin Rd 832-3107
Emergencies 832-3107
(Please See Our Display Ad Page 936)

PET-VET HOUSE CALL PRACTICE
..... 876-6699
(Please See Our Display Ad This Page)

QUAIL CORNERS ANIMAL HOSPITAL
1611 E Millbrook Rd 876-
(Please See Our Display Ad Page 935)

RALEIGH CAT CLINIC
Dr Marguerite F Duffy
Specializing In
FELINE MEDICINE
North Ridge Shpg Ctr -
Lower Level
By Appointment Only
NEW CAT PATIENTS WELCOME!
RALEIGH CAT CLINIC
6154 Falls Of Neuse Rd 876-4312
Nights Sundays Or Holidays 781-5145

ROBINSON ANIMAL HOSPITAL PA
CLAYTON AREA
DR. DANIEL Y. ROBINSON
DR. CAROLYN H. SMOAK
SMALL ANIMAL MEDICINE, SURGERY AND DENTISTRY
APPOINTMENTS PREFERRED
24 HR. EMERGENCY SERVICE
1002 E Main Clayton 553-7173

Sea Forks Animal Hospital
7130 Sea Forks Rd 847-5854
(Please See Our Display Ad Page 936)

SMITH T A DVM
Small Animal Practice
House Call By Appointment
119 Bartcliff Ter 387-0654

South Granville Animal Hospital
1604 St Creedmoor N C 528-3591

Swift Creek Animal Hospital
9412 Penny Rd 851-83
(Please See Our Display Ad This Page)

TOWER ANIMAL HOSPITAL
Dr Ray Lazenby
Dr. Steve Neuenschwander
Dr Laura Brad
Across From Beacon Plaza
1300 Corporation Pkwy 231-8030
After Hours Emergencies 834-7836

(Classification Continued Next Page)

Pet-Vet House Call Practice, P.A.
Dr. Nancy Engebretson – DVM

HOUSE CALL PRACTICE
FOR DOGS & CATS
EVENING APPOINTMENTS AVAILABLE
876-6699

SWIFT CREEK ANIMAL HOSPITAL
Warren E. Gintis, DVM. Connie C. Johnson, DVM.
APEX/CARY/WEST RALEIGH AREA
• Small Animal Medicine, Surgery & Boarding
• Emergencies
Weekdays 7-7 Sat 8-12
CORNER OF HOLLY SPRINGS & PENNY RD
851-8387 851-VETS
Appointments Preferred

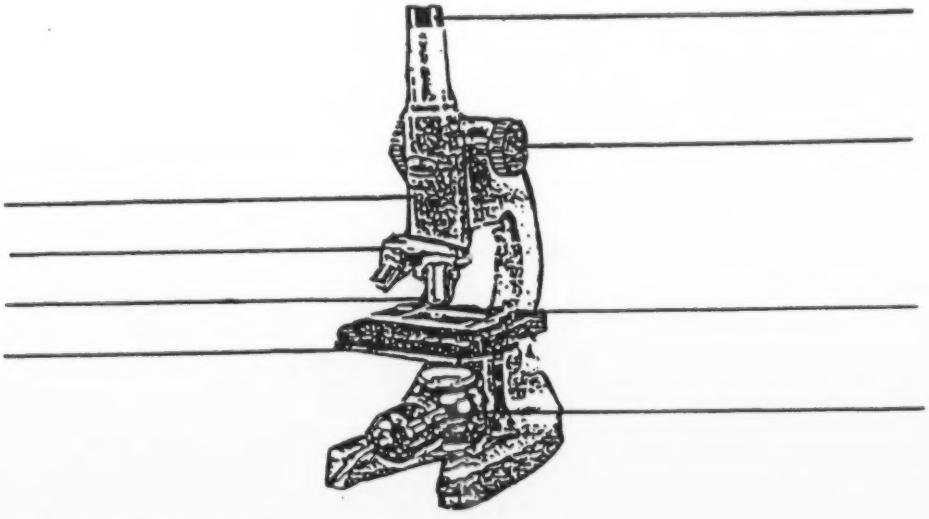
BEST COPY AVAILABLE

Name _____

VETERINARIAN ANSWER SHEET

STEP ONE

Label each part of the microscope on the diagram below. Then match the correct name to its description.

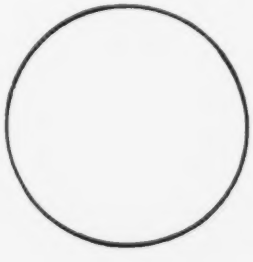


A. Bodytube
B. Eyepiece
C. Coarse adjustment knob
D. Illuminator
E. Objective lenses
F. Revolving nose-piece
G. Stage
H. Stage clips

_____ sometimes called the ocular
_____ moves the bodytube up and down
_____ platform
_____ holds slides securely
_____ light source
_____ attached to nosepiece
_____ underneath eyepiece
_____ rotates the lenses

STEP TWO

Study the slide under the microscope. Sketch what you see here.



722

STEP THREE

Prescribe the correct dosage of wormer for Spike: _____

Figure the correct dosage for other animal patients by completing the chart below. Refer to the Purina information when figuring dosages.

1. Binky needs _____ tablets.
2. Rover needs _____ _____ spoons.
3. Angus needs _____ tablets a day.
4. Fifi needs _____ _____ spoons.
5. Killer needs _____ tablets.

STEP FOUR

Complete the health record for the first 10 years of each animal's life. Use a calendar to figure the correct dates for each vaccination.

CANINE

Patient name: Spot
Born: 2-3-91

AGE	DATE	DISTEMPER	HEPATITIS	KENNEL COUGH	PARVO-VIRUS	CORONA VIRUS	RABIES
___wks.							
___wks.							
___wks.							
___mos.							
1 yr.							
2 yrs.							
3 yrs.							
4 yrs.							
5 yrs.							
6 yrs.							
7 yrs.							
8 yrs.							
9 yrs.							
10 yrs.							

FELINE

Patient name: Fluffy
Born: 5-1-91

AGE	DATE	DISTEMPER	UPPER RES.	CALICI VIRUS	RABIES
___wks.					
___wks.					
___wks.					
___mos.					
1 yr.					
2 yrs.					
3 yrs.					
4 yrs.					
5 yrs.					
6 yrs.					
7 yrs.					
8 yrs.					
9 yrs.					
10 yrs.					

STEP FIVE

Fill in the blanks about animal anatomy.

1. Another name for a dog's toes is _____.
2. The area just above a dog's "eyebrow" is known as _____ _____.
3. The _____ region is part of the lower back.
4. The ankle area is called the _____.
5. The _ _____ is between the eye and the nose.
6. The large area of the thigh is called the _____.
7. The withers is between the back and the _____.
8. The _____ is the area above the foot on the hind leg.
9. The area just above the tail is known as the _____.
10. Between the chest and the stomach area lies the _____.

STEP SIX

Read the article about veterinarians and answer the questions below.

1. Where do most veterinarians work?_____ _____
2. What North Carolina university has a College of Veterinary Medicine?_____
3. Aside from taking certain courses, what could a high school student do to help prepare himself or herself for a career in veterinary medicine?_____ _____ _____
4. Average earnings for veterinarians range from $_____ to $_____ per year.
5. What veterinary association, located nearby, can be contacted for more information?_____ _____

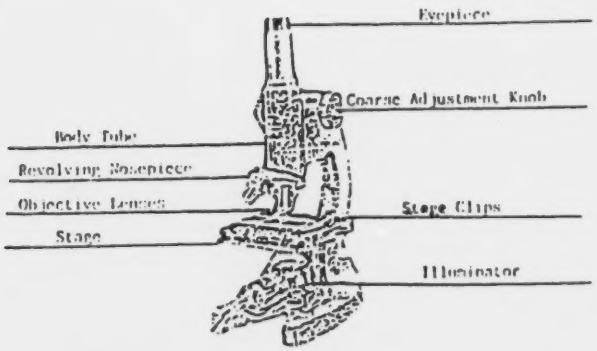
   What is their telephone number?_____

Name _____

VETERINARIAN ANSWER SHEET

STEP ONE

Label each part of the microscope on the diagram below. Then match the correct name to its description.



A. Bodytube
B. Eyepiece
C. Coarse adjustment knob
D. Illuminator
E. Objective lenses
F. Revolving nose-piece
G. Stage
H. Stage clips

B	sometimes called the ocular
C	moves the bodytube up and down
G	platform
H	holds slides securely
D	light source
E	attached to nosepiece
A	underneath eyepiece
F	rotates the lenses

STEP TWO

Study the slide under the microscope.
Sketch what you see here.

(Answer will vary depending on the slide chosen.)

725

STEP THREE

Prescribe the correct dosage of wormer for Spike: 2 tablespoons.

Figure the correct dosage for other animal patients by completing the chart below. Refer to the Purina information when figuring dosages.

1. Binky needs 1 small tablets.
2. Rover needs 3 table spoons.
3. Angus needs 4-1\2 small tablets a day. (Or 1\2 large tablet plus 2 small tablets.)
4. Fifi needs 1 tea spoons.
5. Killer needs 1-1\2 large and 1 small tablets.

STEP FOUR

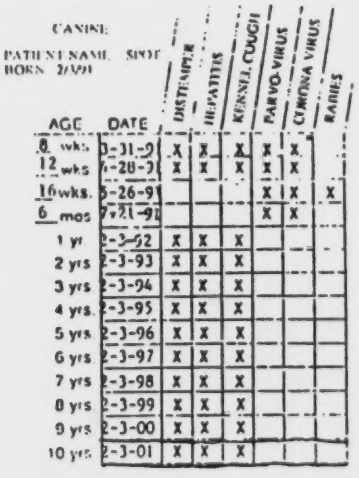
Complete the health record for the first 10 years of each animal's life. Use a calendar to figure the correct dates for each vaccination.

CANINE

Patient name: Spot
Born: 2-3-91

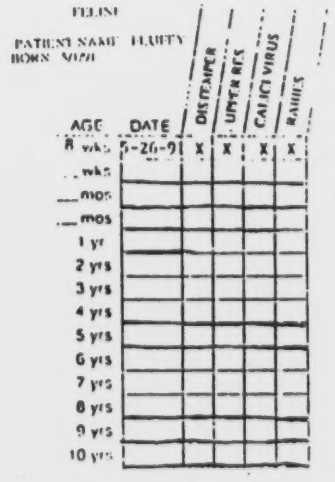
FELINE

Patient name: Fluffy
Born: 5-1-91



CANINE
PATIENT NAME SPOT
BORN 2/3/91

AGE	DATE	DISTEMPER	HEPATITIS	KENNEL COUGH	PARVO VIRUS	CORONA VIRUS	RABIES
8 wks	3-31-9	X	X	X	X	X	
12 wks	4-28-9	X	X	X	X	X	
16 wks.	5-26-91				X	X	X
6 mos	7-21-91				X	X	
1 yr	2-3-92	X	X	X			
2 yrs	2-3-93	X	X	X			
3 yrs	2-3-94	X	X	X			
4 yrs	2-3-95	X	X	X			
5 yrs	2-3-96	X	X	X			
6 yrs	2-3-97	X	X	X			
7 yrs	2-3-98	X	X	X			
8 yrs	2-3-99	X	X	X			
9 yrs	2-3-00	X	X	X			
10 yrs	2-3-01	X	X	X			



FELINE
PATIENT NAME FLUFFY
BORN 5/1/91

AGE	DATE	DISTEMPER	UPPER RES	CALICI VIRUS	RABIES
8 wks	5-26-91	X	X	X	X
wks					
mos					
mos					
1 yr					
2 yrs					
3 yrs					
4 yrs					
5 yrs					
6 yrs					
7 yrs					
8 yrs					
9 yrs					
10 yrs					

STEP FIVE

Fill in the blanks about animal anatomy.

1. Another name for a dog's toes is digits.
2. The area just above a dog's "eyebrow" is known as stop.
3. The lumbar region is part of the lower back.
4. The ankle area is called the carpus.
5. The muzzle is between the eye and the nose.
6. The large area of the thigh is called the stifle.
7. The withers is between the back and the occiput.
8. The hock is the area above the foot on the hind leg.
9. The area just above the tail is known as the rump.
10. Between the chest and the stomach area lies the brisket.

STEP SIX

Read the article about veterinarians and answer the questions below.

1. Where do most veterinarians work? independently or group practices in animal clinics, farms or livestock centers.
2. What North Carolina university has a College of Veterinary Medicine? North Carolina State University.
3. Aside from taking certain courses, what could a high school student do to help prepare himself or herself for a career in veterinary medicine? jobs with veterinarians or pet shops, membership in 4-H or FFA, or volunteer work at animal shelters or humane societies.
4. Average earnings for veterinarians range from $25,000 to $75,000 per year.
5. What veterinary association, located nearby, can be contacted for more information? North Carolina Veterinary Medical Association.

   What is their telephone number? 1-800-446-2862.

6. How does a veterinarian obtain a license to practice after graduation? passes a national certification examination to meet the requirements of the North Carolina Veterinary Medical Board.

7. What city is the American Animal Hospital Association located in? Denver, Colorado.

8. What high school math course is required for this career? Algebra II

9. What does the field of opthalmology cover? eyes.

10. Would you like a career in veterinary medicine? _____
Explain your answer. _____
(student opinion)

STEP SEVEN

Study the veterinarian listings in the yellow pages and answer the questions below.

1. Who is the veterinarian at Bowman Animal Clinic? _____
Gale Gilbert Bowman

2. What area does he have advanced training in? animal eye care.

3. What size animal does the Hayes Barton Animal Clinic specialize in? small animal medicine and surgery personal and caring service

4. How many years has the Six Forks Animal Hospital been in operation? 22. What year did it open 1969.

5. What is the specialty of Dr. Nancy Engbretson? house call practice.

6. How many veterinarians practice at Northwoods Animal Hospital? five.

7. Aside from small animals, what other animals are treated at the Neuse River Veterinary Hospital? horses.

8. Where is the Mayfair Animal Hospital located? 950 West Chatham Street, Cary.

9. What does the Raleigh Cat Clinic specialize in? feline medicine.
Who is the veterinarian Dr. Marquerite F. Duffy.

10. Aside from medical and surgical care, what other services are available at the Oberlin Road Animal Hospital? _____
dental care.

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.02 Simulate a variety of job tasks in the Business and Office Cluster

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks. A. Organization 1. Clusters 2. Interest areas-Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities i. written ii. verbal 3. Role-play 4. Technological effects on this job.	1. Research occupations from this cluster and or the interest areas using the format provided. 2. Simulate occupations from this cluster and or interest areas according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World Magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 005.04

PAYROLL CLERK

Business and Office Cluster

Business Detail Interest Area

SUBJECT CORRELATION: Math, Marketing

JOB DESCRIPTION: Payroll clerks' duties may vary according to the needs of the employer. Days may be spent entering data at a computer terminal, maintaining financial records, verifying statistics, and preparing budget requests.

MATERIALS NEEDED:
OOH, other occupational information resources
Occupational information sheets
Time-and-a-Half activity sheet

INSTRUCTIONS:

A. Complete occupational information worksheet.

B. Complete Time-and-a-Half activity sheet.

TIME-AND-A-HALF

The number of hours each of the employees of the Chocolate Factory worked one week is shown below. Anyone who worked overtime (more than 40 hours) is paid at the rate of time-and-a-half for the overtime hours. Figure the time-and-a-half wage for each employee. Then fill in the blanks to show how much each employee earned for the week.

	Employee	Regular Hourly Wage	Time-and-a-Half Hourly Wage	Hours Worked	Regular Earnings	Time-and-a-Half Hourly Earnings	Total Earnings
1.	Tom Jay	$ 3.50		47			
2.	Kay Fox	3.70		41			
3.	Ed Eng	4.20		38-1\2			
4.	Sue Orr	3.80		43			
5.	Jim Day	4.10		40			
6.	Roy Wax	4.50		46			
7.	Joe Zim	3.90		42			
8.	Ida Lee	4.60		44			
9.	Al Sax	4.30		45			
10.	Fay Tut	4.90		40			
11.	Ben Gee	4.70		48			
12.	Sal Ott	5.00		49			
13.	Ike Foy	5.50		39-1\2			
14.	Ann Bly	4.80		47			
15.	Pat Uno	5.10		50			

TIME-AND-A-HALF

The number of hours each of the employees of the Chocolate Factory worked one week is shown below. Anyone who worked overtime (more than 40 hours) is paid at the rate of time-and-a-half for the overtime hours. Figure the time-and-a-half wage for each employee. Then fill in the blanks to show how much each employee earned for the week.

	Employee	Regular Hourly Wage	Time-and-a-Half Hourly Wage	Hours Worked	Regular Earnings	Time-and-a-Half Hourly Earnings	Total Earnings
1.	Tom Jay	$3.50	$5.25	47	$140.00	$36.75	$176.75
2.	Kay Fox	3.70	5.55	41	148.00	5.55	153.55
3.	Ed Eng	4.20	6.30	38-1\2	161.70	-0-	161.70
4.	Sue Orr	3.80	5.70	43	152.00	17.10	169.10
5.	Jim Day	4.10	6.15	40	164.00	-0-	164.00
6.	Roy Wax	4.50	6.75	46	180.00	40.50	220.50
7.	Joe Zim	3.90	5.85	42	156.00	11.70	167.70
8.	Ida Lee	4.60	6.90	44	184.00	27.60	211.60
9.	Al Sax	4.30	6.45	45	172.00	32.25	204.25
10.	Fay Tut	4.90	7.35	40	196.00	-0-	196.00
11.	Ben Gee	4.70	7.05	48	188.00	56.40	244.40
12.	Sal Ott	5.00	7.50	49	200.00	67.50	267.50
13.	Ike Foy	5.50	8.25	39-1\2	217.25	-0-	217.25
14.	Ann Bly	4.80	7.20	47	192.00	50.40	242.40
15.	Pat Uno	5.10	7.65	50	204.00	76.50	280.50

Calculating Time-and-a-Half for Payroll

Note:
- 38-1/2 = 38.5
- 39-1/2 = 39.5

- Worktime of 40 hours or less is figured as straight time by multiplying regular wage by the number of hours worked.
- With no overtime, time-and-a-half earnings will be zero (0).

Step #1: To figure time-and-a-half hourly wage

- Determine 1/2 the amount of the hourly wage

  example: $4.00 (hourly wage) divided by 1/2 = $2.00

- Add the 1/2 the hourly wage to the hourly wage itself

  example: $2.00 + $4.00 = $6.00

  (1/2 the hourly wage) + (hourly wage) = (time-and-a-half hourly wage)

Step #2: To figure regular earnings

- Multiply rgular hourly wage by 40 (or less if worktime is less)

Step #3: To figure time-and-a-half hourly earnings

- Determine the number of hours worked overtime (anything over 40)
- Multiply the number of overtime hours worked times the time-and-a-half hourly wage

  example: 47 hours worked equals 7 hours overtime
  (47 - 40 = 7)

  $ 5.25 time-and-a-half hourly wage when the regular wage is $3.50 per hour
  7 overtime hours worked

  $36.75 time-and-a-half earnings

Step #4: To figure total earnings

- Add together the regular earnings and the time-and-a-half hourly earnings.

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ACCOUNTANT

Business and Office Cluster

Business Detail Interest Area

SUBJECT CORRELATION: Math, computers

JOB DESCRIPTION: Accountants prepare, analyze, and verify financial reports that furnish this kind of information to managers in all business, industrial, and government organizations.

MATERIALS NEEDED:
OOH, other occupational information resources
Occupational information research sheet
Accountant Activity Packet
Adding machine, calculator, Monopoly game

INSTRUCTIONS:
A. Complete occupational information research sheet after reading about the job of an accountant.
B. Complete activity sheet(s) from the Accountant Activity Packet.

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ACCOUNTANT ACTIVITY PACKET

Directions

ACTIVITY 1: Fill out the Interest Questionnaire.

ACTIVITY 2: Read Accountant palette which contains job information. Answer questions about accountant. Be sure to understand terms.

ACTIVITY 3: Complete Ledger Sheet #1 based on the accounting information provided. (Beginning Balance is $159.47.)

ACTIVITY 4: Complete Ledger Sheet #2 based on the accounting information provided. (Beginning Balance is $2,367.20.)

ACTIVITY 5: Play Monopoly using accounting guidelines.

ACTIVITY 1: INTEREST QUESTIONNAIRE

Answer the following questions "yes" or "no" on your answer sheet.

1. Would you be interested in a job which requires that you use a lot of math?

2. Are you interested in learning how to operate adding machines, calculators, and computers?

3. Do you enjoy your math classes?

4. Do you prefer working on your own rather than working with others?

5. Is it easy for you to follow rules?

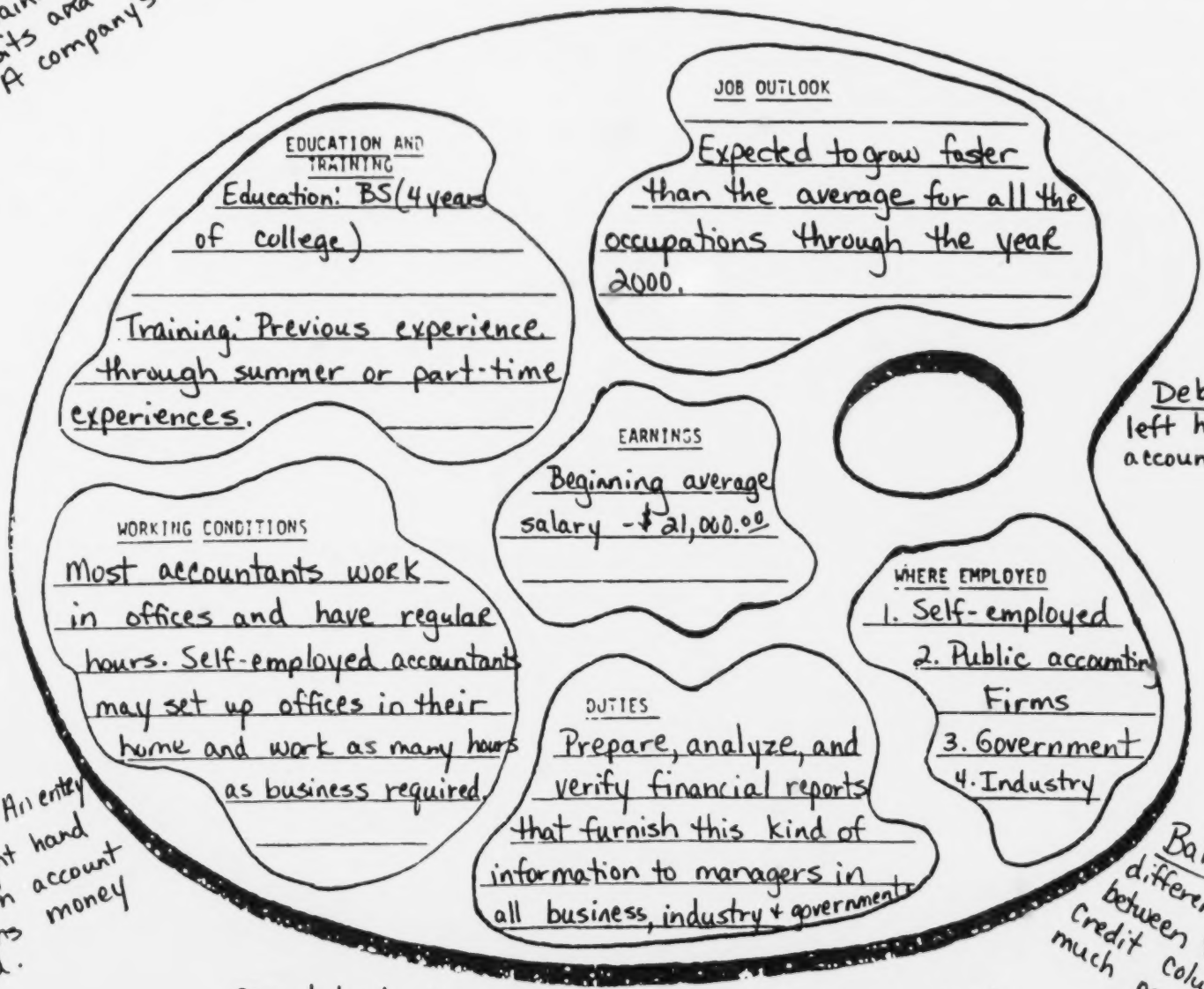
6. Are you very careful about details?

7. Do you finish what you start?

(Each "yes" answer shows an interest in this occupation of accountant.)

Ledger sheet - a sheet containing accounts to which debits and credits are posted. A company's "BOOKS".

ACCOUNTANT


JOB OUTLOOK
Expected to grow faster than the average for all the occupations through the year 2000.
EDUCATION AND TRAINING
Education: BS (4 years of college)
Training: Previous experience through summer or part-time experiences.
EARNINGS
Beginning average salary - $21,000.00
WORKING CONDITIONS
Most accountants work in offices and have regular hours. Self-employed accountants may set up offices in their home and work as many hours as business required.
WHERE EMPLOYED
1. Self-employed
2. Public accounting Firms
3. Government
4. Industry
DUTIES
Prepare, analyze, and verify financial reports that furnish this kind of information to managers in all business, industry & government.

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Debit - An entry on the left hand side of an account. Money spent

Credit - An entry on the right hand side of an account that means money received.

Balance - The difference computed between the debit and Credit columns. (How much money is left.)

Spreadsheet - A computerized ledger or balance sheet.

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Terms Used in Accounting

Some of the vocabulary with which an office manager must become familiar is listed below.

1. Debit - An item of debt as recorded in an account. An entry of a sum in the debit, or left-hand, side of an account.

2. Credit - The acknowledgment of payment by a debtor by entry of the sum in an account. The right-hand side of an account on which such amounts are entered.

3. Assets - The entries on a balance sheet showing all of a person's or business's properties and claims against others that may be applied to cover liabilities. Assets include the value of tangible things, such as cash and inventory, and that of intangibles, such as trademark or goodwill. Asset accounts appear on the left side of the account form of the balance sheet.

4. Liabilities - The financial obligations entered in the balance sheet of a business enterprise. Liability accounts appear on the right side of the account form of the balance sheet.

5. Trial balance - A test of equality of debits and credits in the ledger of a business.

In accounting, the sum of all the debits in the ledger should be equal to the sum of all the credits. A test of this equality is made at intervals in the office setting, usually at the end of each month. Such a test is known as a trial balance.

ACTIVITY 2: JOB INFORMATION

Read the Accountant Palette which contains job information about accountants located on the next page. Then answer the following questions on your answer sheet.

1. Name three duties of an accountant.

2. What education is required for this job?

3. What is the employment outlook?

4. What is the average salary?

5. Explain the difference between a debit and a credit and the balance.

ACTIVITY 3: LEDGER SHEET #1

Pretend you are an accountant. Find the errors in the following ledger sheet. Accountants have many duties involved in preparing and analyzing financial information. Using the blank ledger sheet on your answer sheet, complete a corrected ledger for this company.

You may use the adding machine or a calculator.

HINT: Watch out for multiplication and subtraction errors. Remember the balance at the end of each day represents how much money the company has left.

DATE	ITEMS	DEBIT	CREDIT	BALANCE
				159.47
Dec. 3	Tennis shoes 4 @ 32.95	131.80		27.67
Dec. 6	Payment received		200.	207.67
Dec. 8	Batting gloves 5 @ 2.25		21.25	228.92
Dec.15	Payment received		50.	178.92
Dec.16	Baseballs 1 dozen @ 4.99	4.99		173.83

ACTIVITY 4: LEDGER SHEET #2

You are now ready to prepare a ledger sheet for the

Hobbies Sport Shop
123 East Easy Street
Anywhere, NC 12345

Use the ledger sheet on your answer sheet to record answers.

You are to record and complete all transactions on the ledger sheet.

The beginning balance for this period is $2,367.20.

BILLS:

Sept. 12	5 Monopoly games @ 5.95 each
Sept. 16	Received a payment from ABC Suppliers for $246.29
Sept. 25	2 golf bags @ 27.25 each
Oct. 3	5 tennis rackets @ 7.50 each
Oct. 14	12 Wilson basketballs at @6.97 each

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ACTIVITY 5: MONOPOLY

The class is divided into four groups of from three to six players.

CLUSTER: Business and Office

RELATED OCCUPATIONS: Bookkeeper, accountant, auditor, bank clerk, bank teller, loan officer, mortgage clerk

COMPETENCIES: 002.03, 003.06, 003.10, 003.15, 004.05, 005.04, 005.06, 005.07

OBJECTIVES: Students will simulate accounting activities to reinforce the need for basic education and occupational skills.

BASIC RULES AND GUIDELINES:

The following rules will apply. If a circumstance is not stated, refer to Monopoly game rules.

1. Each group should appoint a banker. The banker may or may not play. Each player receives $1,500.00 cash.

2. Roll the dice to see who goes first. The player who receives the highest roll goes first, and then play proceeds to his or her left.

3. Record each transaction that happens on your Game Ledger sheet. Each roll of the dice will result in one or more journal entries.

   *** Be careful not to play too fast as there are usually business transactions to record each time.

4. At the end of play, you must "prove" your cash and see if your "books" coincide with the actual cash count. Students should fill out their "End of the Day" Report: position on the board, number of houses and hotels owned at each piece of property, list of property owned, and list of mortgaged property.

5. Give all completed papers to your banker for him or her to turn into the teacher.

Name_____

MONOPOLY GAME LEDGER SHEET

EXPLANATION	DEBIT (money spent)	CREDIT (money received)	BALANCE

"END OF THE DAY" REPORT

	Day 1	Day 2
Beginning Cash Balance	_____	_____
Cash Received (Credit)	_____	_____
TOTAL	_____	_____
Cash Paid Out (Debit)	_____	_____
TOTAL Cash On Hand (according to ledger sheet)	_____	_____
ACTUAL COUNT OF CASH		
Cash short ____ Cash over ____	Balanced ____	
Place on Board at end of day	_____	_____
Property owned: (If mortgaged, place "M" in front of name. If you have houses or hotels, list the number beside each piece of property.)	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

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ACCOUNTANT ANSWER SHEET

CLUSTER _____

INTEREST AREA _____

I. Interest Questionnaire

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____

II. Job Research

1.

2.

3.

4.

5.

III. (Ledger Sheet #1)

Date	Items	Debit	Credit	Balance
				$159.47

IV. (Ledger Sheet #2)

Date	Items	Debit	Credit	Balance

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Answer Key

ACCOUNTANT ANSWER SHEET

CLUSTER Business and Office

INTEREST AREA Business Detail

I. Interest Questionnaire (answers will vary)

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____

II. Job Research

1. To prepare, analyze, and verify financial reports that furnish this information to managers.

2. B.S. (four years of college)

3. Expected to grow faster than the average for all occupations through the year 2000.

4. $21,000.00

5. A debit is money spent with an entry on the left-hand side of a ledger sheet, while credit is money received with an entry on the right side. The balance is the money left after there has been a debit or credit.

III.

Date	Items	Debit	Credit	Balance
				$159.47
12-3	Tennis shoes 4 @ $32.95	$131.80		27.67
12-6	Payment received		$200.00	227.67
12-8	Batting gloves 5 @ $2.25	11.25		216.42
12-15	Payment received		50.00	266.42
12-16	Baseballs 1 doz @ $4.99	4.99		261.43

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IV.

Date	Items	Debit	Credit	Balance
				$2,367.20
9-12	Monopoly games 5 @ $5.95	$29.75		2,337.45
9-16	Payment received (ABC Suppliers)		$246.29	2,583.74
9-25	Golf bags 2 @ $27.25	54.50		2,529.24
10-3	Tennis racquets 5 @ $7.50	37.50		2,491.74
10-14	Wilson basketballs 12 @ $6.97	83.64		2,408.10

ADMINISTRATIVE CLERK

Business and Office Cluster

Business Detail Interest Area

SUBJECT CORRELATION: Business Math, Reading, Language, Computer Lab, Typing

JOB DESCRIPTION: An administrative clerk compiles and maintains the records of business transactions and office activities of an establishment.

MATERIALS:
Career Information Sheet
Occupational Information Sheet
Information Sheet A and related activities

INSTRUCTIONS:

A. Read the Career Information Sheet and complete the Occupational Information Sheet.

B. Read Information Sheet A and complete the activities provided for giving and receiving messages.

CAREER INFORMATION SHEET

OCCUPATION: Administrative Clerk

DUTIES:

An administrative clerk compiles and maintains the records of business transactions and office activities of an establishment. The clerk may copy data and compile records and reports; tabulate and post data in record books; compute wages, taxes, premiums, commissions, and payments; and or record orders for merchandise or service.

Occasionally, this employee may give information to and interview customers, claimants, employees, and sales personnel; receive, count, and pay out cash. The clerk may also be responsible for preparing, issuing, and sending out receipts, bills, policies, invoices, statements, and checks.

Part of the responsibility may also include preparing stock inventory; adjusting complaints; opening and routing incoming mail; answering correspondence; preparing outgoing mail; taking dictation; preparing payroll; keeping books; purchasing supplies; and or operating office machines such as the adding, calculating, and duplicating machines and computers and typewriters.

WHERE EMPLOYED:

Persons aspiring to work as administrative clerks should make applications with offices such as insurance, telephone and telegraph, mining and quarrying, construction and light, heat, and power establishments.

EMPLOYMENT OUTLOOK:

The demand for administrative clerks should continue to be good during the 1990s. As new business establishments come into existence, there will probably be a demand for additional employees to serve as administrative clerks. The majority of openings, however, will occur to replace present clerks who retire or leave for other reasons.

EDUCATION AND TRAINING:

A high school diploma is required for a job as an administrative clerk; however, most employers prefer applicants who have had secretarial training at a college, technical, or business school.

Many high schools have excellent business education departments while other schools have vocational-technical. A growing number of private firms and government agencies have their own training programs to upgrade employees' skills.

Secretarial training may range from a few months of instruction in office practices and typing to one- and two-year programs. Administrative clerks may have to spend extra time from time to time learning to operate new automated and computer equipment. When office equipment is changed or updated, employees may need training and, consequently, continuing education becomes an integral part of the job.

SPECIAL QUALIFICATIONS:

Courtesy, efficiency, accuracy, good judgment, and dependability are important in the work done by administrative clerks. They need to be in good health and have finger and hand dexterity, normal hearing, and a good speaking voice. They should also be able to follow oral and written instructions and have a good memory, emotional stability, and tact.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings for administrative clerks depend on their ability and experience as well as the size, type, and geographical location of the employing organization. Wages of beginning clerks may range from $14,000 to $29,500 a year. Earnings usually increase as experience is gained and productivity is increased.

Additional benefits often include vacations and holidays with pay, sick leave, medical insurance, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES:

Most administrative clerks work in surroundings that are pleasant, well lighted, and well ventilated. These workers may sit for long periods of time at a desk. They may work alone or with other office employees, depending on the size of the business establishment.

A five-day, 40-hour week, is normal for these employees.

INFORMATION SHEET A

Taking Telephone Messages

In today's business world, much of the work in an office is conducted over the telephone. An administrative clerk, as well as those filling a number of other positions in an office, may need to be able to take telephone messages properly.

What is the proper way to take a telephone message?

There are certain pieces of information which are VITALLY important:

1. To whom does the caller wish to speak?
2. What is the name of the person who is calling?
3. What is the day's date?
4. What time did the call come in?
5. Is there a message? (Be SPECIFIC.)
6. Can the call be returned?
7. Is the call urgent?

Here is an example of a phone conversation:

Clerk: (Answering the phone) Johnson and Jackson Attorneys' office.

Caller: May I speak with Mr. Jackson?

Clerk: I'm sorry, Mr. Jackson is with a client right now. May I have your name and any message I could give Mr. Jackson?

Caller: This is Mary Smith at the courthouse. It is very important that Mr. Jackson get this message. His afternoon case before the judge has been postponed until tomorrow afternoon at 2:30 p.m. Is this convenient for him?

Clerk: I'll give Mr. Jackson the message and have him return your call, Mrs. Smith. This is, his court appearance today has been postponed until tomorrow at 2:30 p.m. Is that correct?

Caller: That's right.

Clerk: Could I have a phone number where you may be reached?

Caller: Yes, I'm at 555-5657 until 5:00 today.

Clerk: I'll give Mr. Jackson your message. Thank you.

Caller: Good-bye.

The clerk should write telephone messages on a form similar to the following:

DATE: _____ TIME: _____

TO: _____

FROM: _____

OF: _____

MESSAGE: _____

_____

_____

_____

_____

_____

_____ Please return call _____ Will call back

Phone: _____

Taken by: _____

ACTIVITY A

Using the telephone messages (conversations) you are given on slips of paper, write a telephone message being given on your message form. Work with a partner. Give your partner an imaginary telephone call and have your partner take the message. Then switch and have your partner give the message (in Part II) and you take the message.

ACTIVITY SHEET A

Giving and Receiving Telephone Messages

Part I

Student A is clerk for Dr. B. J. Peep
Student B is the caller

A: (Answering the phone) Dr. Peep's office.

B: This is Sue Marshall. Is Dr. Peep available?

A: No, he is with a patient. Is there a message?

B: My son Billy has a temperature of 104 degrees. Since he has just had the measles, I wondered if Dr. Peep could recommend something for this fever.

My telephone number at work before 3:00 p.m. is 555-8671. After 3:00 I will be at home. The number there is 555-1187. Would you please have Dr. Peep return my call?

Part II

Student A is the caller
Student B is clerk for Computer Time, Inc.

B: (Answering the phone) Computer Time, Incorporated.

A: May I speak with Mr. Byte?

B: Mr. Byte is out of the office right now. Is there a message I can leave for him?

A: Yes, this is Joe Brown. I work for Software Supplies. I would like to set up an appointment with Mr. Byte when he may be available next week.

I'll call him back, but would you please leave the message that I did call and would like to see him in the next week or so?

TELEPHONE MESSAGE

DATE: _____ TIME: _____

TO: _____

FROM: _____

OF: _____

MESSAGE: _____

_____

_____

_____

_____

_____ Please return call _____ Will call back

Phone: _____

Taken by: _____

TELEPHONE MESSAGE

DATE: _____ TIME: _____

TO: _____

FROM: _____

OF: _____

MESSAGE: _____

_____

_____

_____

_____

_____ Please return call _____ Will call back

Phone: _____

Taken by: _____

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WORKSHEET A - KEY

TELEPHONE MESSAGE

DATE: (current) TIME: (current)

TO: Dr. Peep

FROM: Sue Marshall

OF:

MESSAGE: Billy Marshall has a temperature of 104 degrees. Can you recommend something for this fever (He has just had the measles.)

X Please return call ____ Will call back

Phone: Before 3:00 555-8671 After 3:00 555-1187

Taken by: (student name)

TELEPHONE MESSAGE

DATE: (current) TIME: (current)

TO: Mr. Byte

FROM: Joe Brown

OF: Software Supplies

MESSAGE: Needs to see you sometime next week

____ Please return call X Will call back

Phone:

Taken by: (student name)

OFFICE MACHINE OPERATOR

Business and Office
Cluster

Business Detail
Interest Area

SUBJECT CORRELATION: Math, Marketing, Reading, Computer Lab

JOB DESCRIPTION: Office machine operators should be able to operate a variety of machines and electronic devices such as calculators. They should have knowledge of software for computers related to their assignments.

MATERIALS NEEDED:
Electronic calculator
Pencil and pen
Worksheet
OOH, other occupational information resources
Occupational information worksheet

INSTRUCTIONS:

A. Complete the occupational information research sheet after reading an article on the job of an office machine operator.

B. Complete Office Machine Operator Activity Worksheet.

OFFICE MACHINE OPERATOR ACTIVITY WORKSHEET

OBJECTIVE: To be able to USE the electronic calculator efficiently to complete business computations.

INSTRUCTIONS: (NOTE: Do not tear off your tape until you finish a job.)

1. Turn on the calculator.
2. Depress the Clear key (C) and the Total key (T) (*) (=).

JOB #1: ADDITION

Directions:

(a) Put the decimal counter on 2. Enter each number (addend) listed below.

(b) Depress the large addition bar (blue key) on the right side of the keyboard to enter that number into the calculator's memory.

(c) After the last number has been entered into the calculator, depress the Total key to find the sum of all the numbers.

(d) Record the sum on the line provided below.

(1)	(2)	(3)	(4)	(5)	(6)
.40	4.04	45.60	44.40	46.50	50.65
.50	5.05	40.56	55.50	56.40	40.56
.60	6.06	45.06	66.60	65.40	50.45
.50	4.05	65.40	46.50	46.50	40.64
.40	4.06	60.54	56.40	65.40	60.54
.60	5.04	65.04	65.40	56.40	60.65
.50	6.05	56.40	46.50	46.50	60.65
.40	5.04	50.64	65.40	65.40	50.56
.60	5.05	56.04	56.40	54.60	40.54
.50	5.04	45.60	46.50	65.40	40.45
____	_____	_____	_____	_____	_____

JOB #2: SUBTRACTION

Directions:

(a) ENTER the minuend (the top number) and depress the (+) or motor bar. Set the decimal counter at 2.

(b) ENTER the subtrahend (the bottom number) and depress the subtraction key or bar (-).

(c) To print the difference, depress the Total key.

(d) Record the difference on the line provided.

(1) 69.25 - 8.50 _____	(2) 98.14 -71.09 _____	(3) 81.16 -18.35 _____	(4) 39.14 - 9.15 _____	(5) 429.00 -145.70 _____
(6) 374.76 - 18.15 _____	(7) 667.62 -137.47 _____	(8) 974.76 -267.62 _____	(9) 233.40 - 23.75 _____	(10) 812.46 -241.80 _____

JOB 3: CORRECTING ERRORS in entering amounts by using one of the following procedures:

(a) If the error is discovered before the plus (+) or subtraction (-) keys have been depressed, use the Clear key.

(b) If the error is discovered after the amount has been printed on the tape, subtract the incorrect amount for errors in addition. Add the correct amount for errors in subtraction.

(c) If the error is discovered after the total has been obtained, add or subtract from the total.

DIRECTIONS:

(a) Depress the subtraction (-) bar for all items followed by a minus sign.
(b) Depress the plus (+) bar for those items that are not followed by a minus sign.
(c) Take a total as usual.
(d) If the items subtracted exceed those added, the calculator will indicate a credit balance by printing the answer in red, and/or printing "Cr," "C," or a minus sign after the total.

(11)	(12)	(13)	(14)	(15)
329.45	602.90	43.15	153.74	265.41
285.76-	738.71-	79.21	5.98	136.24-
225.40-	98.16	91.18	187.05-	818.21
84.24	450.91-	69.16	52.80	356.13-
17.50-	961.41	92.85-	830.96	378.35
34.85-	85.65	3.74-	91.03-	41.60-
522.90-	79.56-	93.05-	201.38	398.01
116.52	264.50	32.31	67.60	497.64
1.75	51.69	75.52	86.44	125.62
300.01	182.45	37.40	60.57-	300.47
250.00-	67.37	92.14	139.50	148.20
150.00	312.50	25.17	25.75	405.55

JOB #4: MULTIPLICATION AND REPEAT ADDITION

DIRECTIONS:
(a) Depress the clear or total key.
(b) Set the decimal control lever at zero for problems 1 to 4 and at two for problems 5 to 8.

NOTE: Disrequard the decimal point if one is printed on the tape for Problems 1-4. For problems 5 - 10, the two decimal place position must be recorded.

(c) Enter the multiplicand (top number) and depress the multiplication (x) key.
(d) Enter the multiplier (bottom number) and depress the equal (=) key that is located below the multiplication key.
(e) Write the product (answer) on the line provided.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
143	675	463	378	418	721	579
x 23	x 31	x 56	x 17	x1.25	x8.25	x2.44

(f) For repeat addition in problems 9 and 10, enter the number and depress the addition bar as many times as that number appears in the column. Do the same with the next number until the whole column has been entered into the calculator. Depress the total bar.

(8)	(9)	(10)
196	125.75	838.75
x3.47	125.75	838.75
	125.75	838.75
	125.75	378.17
	255.45	378.17
	255.45	378.17
	255.45	378.17
	255.45	378.17
	255.45	801.28
	689.62	801.28
	689.62	801.28
	689.62	801.28

JOB #5: DIVISION

DIRECTIONS:
(a) Set the decimal counter at 3. Enter the dividend (the number to be divided) and depress the division (÷) key at 3.
(b) Then enter the divisor and depress the equal (=) key below the division key.
(c) Round answers to two (2) decimal places. Record your final answers.

(1) 872 ÷ 37 = _____
(2) 466 ÷ 96 = _____
(3) 885 ÷ 53 = _____
(4) 932 ÷ 48 = _____
(5) 742 ÷ 56 = _____
(6) 4,167 ÷ 137 = _____
(7) 3,471 ÷ 361 = _____
(8) 5,387 ÷ 196 = _____
(9) 9,265 ÷ 542 = _____
(10) 5,367 ÷ 797 = _____

JOB #6: FINDING DISCOUNTS and NET AMOUNTS

DIRECTIONS:
(a) Change the discount from a percentage to a decimal number.
(b) Multiply the amount by the discount.
(c) Record the discount.

(1) $475.25 less 15% = _____
(2) $845.11 less 10% = _____
(3) $725.84 less 20% = _____
(4) $596.89 less 12% = _____

(d) Compute and record the discount.
(e) Subtract the discount from the GROSS AMOUNT to determine the NET AMOUNT.

GROSS AMT.	DISCOUNT	NET AMOUNT
(5) $635.40 LESS 10%	_____	= _____
(6) $875.10 less 15%	_____	= _____
(7) $789.54 less 5%	_____	= _____
(8) $495.23 less 3%	_____	= _____

CHECK YOUR ANSWERS IN EACH JOB TO MAKE SURE THAT THEY ARE ACCURATE.
Submit this job to the teacher & go the the next job: PAYROLL CLERK!!!

TYPIST

Business and Office Cluster

Business Detail Interest Area

SUBJECT CORRELATION: Typing, Business, Reading, Language

JOB DESCRIPTION: Typists are concerned mainly with the processing of text. They facilitate communication by making neat, typed copies of reports, letters, and memoranda. The job of a typist is vital to the efficient operation of a modern office.

MATERIALS NEEDED:
Typewriter
Typing paper
OOH or other occupational resources
Occupational Information Sheet

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article on the job of a typist.

B. Complete the Typist Activity Sheet.

TYPIST ACTIVITY SHEET

A. INSTRUCTIONS: Check as you complete each item.

_____ 1. Roll your paper into the typewriter.

_____ 2. Answer the following questions; number your answers, typing each answer on a separate line:

(1) What is your name?

(2) What is the color of your hair?

(3) What is the color of your eyes?

(4) What is the color of your shoes?

(5) With which hand do you write?

(6) What is your favorite dessert?

(7) What is your favorite television program?

(8) What is your favorite sport?

(9) Type the first names of two persons sitting near you.

(10) Type the name of five objects that you can see in your classroom.

(11) What is your homeroom teacher's name?

(12) What is the name of our school?

(13) Type the names of three places that you would like to visit some day.

(14) Type two activities that you will do after school today.

(15) What are your hobbies?

(16) List your subjects and teachers.

B. EVALUATION: Were you able to come up with your answers quickly? _____

On a scale of 1 to 10, 10 being the highest point value, how would you rate this activity?

_____

COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.03 Simulate a variety of job tasks in the Communications and Media cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks. A. Organization 1. Clusters 2. Interest areas-Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (i) written (ii) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or the interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choices
newspapers
Occupational Information Sheets from Objective 005.04

COPYWRITER

Communications and Media Cluster

Artistic Interest Area

SUBJECT CORRELATION: Writing, Reading, Marketing, Drama, Music

JOB DESCRIPTION: Copywriters write advertising copy for use by publications or broadcast media to promote the sale of goods and services.

MATERIALS NEEDED: OOH
Occupational Information Sheet

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading the article on the job of a copywriter.

B. Complete the Copywriter Activity Sheet following the directions given.

COPYWRITER ACTIVITY SHEET

Instructions: You are the copywriter for your company. You would like to hire an advertising agency, but your business is just starting and you cannot afford to do so. You must write advertisements for both radio and television commercials. You must write these commercials so that people listening to the radio and or watching television can "see" what you are describing. Radio and television are mass media because one ad can reach thousands of people at one time.

RADIO ADS

1. Use your creativity and write the script for a radio commercial for your product or service. Use words that help to describe and sell the product or service.

   CAUTION: Air time is expensive. Notice the length of your commercial (15, 30, 45 seconds; one minute) and be sure to time your commercial carefully. It must be EXACT.

2. When you are satisfied that you have a good commercial, practice reading it softly together with your partner(s), being sure to emphasize the important words.

TELEVISION ADS

3. Create a script for an advertisement on television. Use words that help to enhance and sell your product or service. Remember the TV viewers can see the product, props, actors, etc. Keep the caution listed under <u>radio ad</u> in mind while creating an ad for television.

4. Read through the script with your group. Then rehearse the whole commercial -- script and action -- with your group. Know what action(s) will take place, and where and how the visual ad will look to viewers. Make sure that this advertisement will make an impact on your visual audience and sell products.

5. WHEN YOU HAVE COMPLETED YOUR SCRIPTS AND COMMERCIALS, CALL YOUR TEACHER FOR APPROVAL.

NEWSPAPER REPORTER

Communications and Media Cluster

Social Business/Leading Influencing Interest Area

SUBJECT CORRELATION: Writing, Reading, Language, Spelling, Communications, Typing

JOB DESCRIPTION: Reporting is the backbone of journalism. When war breaks out, when astronauts blast off, when a new law is passed, when a remarkable new discovery is made, when government leadership changes, whenever something momentous happens -- reporters are there with notebooks, cameras, and tape recorders to tell the world about it. Their stories are then published in daily or weekly newspapers.

MATERIALS NEEDED:
Tape recorder
Blank tape
Pencil
Notebook
OOH
Occupational Information Sheet

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article on the job of a newspaper reporter.

B. Complete the Newspaper Reporter Activity Sheet following all directions given.

NEWPAPER REPORTER ACTIVITY SHEET

Part I. Complete each step carefully.

A good newspaper reporter knows what will interest the public and what they would like to read or hear. Therefore, the reporter asks the right questions so the news story will attract readers.

Can you conduct a good interview In this learning experience, you will pretend to be a reporter for the *Durham Daily Times* newspaper.

1. Your assignment as a reporter is to interview a middle school student on one of the following subjects:

   a. How it feels to be a student in school;
   b. Whether or not schools should have homework;
   c. How well prepared are you, or do you feel you are, for high school;
   d. How can the occupational labs be helpful to a student's future.

2. Reporters never go on assignment without first preparing a list of questions. Decide which questions or subjects from the ones listed in Step 1 you will use, and write four questions of your own which you plan to use in the interview. You will then have approximately eight questions.

3. Ask your teacher to review your eight questions.

4. Use a tape recorder and blank tape and record the interview with a classmate. If you need assistance in the operation of the tape recorder, ask your teacher.

5. Ask a classmate to role-play the person being interviewed.

6. You have already set up an appointment to go to the school. You arrive before the actual time and are given a room. Set up your tape recorder and have your questions ready. The student will arrive on time. Begin your interview by telling your classmate the goal of your interview or your purpose.

7. The reporter must keep the interview going. It is up to you to relax the student. Give the student an opportunity to answer the question, and record the response. Allow your subject to ask you questions. Record the student's questions and your reponses.

8. When you have seriously completed the interview and recorded it properly, ask your teacher to listen to your tape.

Part II. Complete your assignment as a reporter.

You will now write a newspaper article for the *Durham Daily Times* using the information from the interview in Part I. It will help to remember these tips:

A newspaper article will contain the following information:

WHO, WHAT, WHEN, WHERE, WHY!

Whom did you interview?
What did you discuss, or what happened?
When did it happen?
Where did it happen?
Why did it happen, or why did you interview the student?

Newspaper reporters usually have their vital information in a first paragraph called the "lead." The next paragraphs of the report describe and develop.

1. Play back the tape recording of the interview. Using the above tips, write your newspaper article.

2. Did you know that this could also be used in the school newspaper?

PHOTOJOURNALIST

Communications and Media Cluster

Artistic Interest Area

SUBJECT CORRELATION: Marketing, Reading, Writing, Photography, Science

JOB DESCRIPTION: Photojournalists photograph newsworthy events, places, people, and things for publications such as newspapers and magazines. They may also prepare educational slides, filmstrips, and movies.

MATERIALS NEEDED:
OOH
Occupational Information Sheet
Magazines
Scissors

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article on the photojournalist.

B. Complete the Photojournalist Worksheet following the directions given.

SELF-INVENTORY SHEET

		Yes	No
1.	Are you good at selecting subjects for photographs?	____	____
2.	Can you select artistic compositions for your photographs?	____	____
3.	Are you a creative person?	____	____
4.	Can you recognize newsworthy events, people, places, or things?	____	____
5.	Can you make decisions and act quickly?	____	____
6.	Do you work well with others?	____	____
7.	Can you interpret verbal instructions?	____	____
8.	Do you enjoy acquiring and using technical skills?	____	____
9.	Do you enjoy using photographic equipment?	____	____
10.	Are you able to write stories or captions?	____	____

If you answered "yes" to most of these questions, you might wish to further explore the career of photojournalist.

PHOTOJOURNALIST WORKSHEET

Problem A

Directions: Select and cut out from newspapers or magazines five examples of what you think are good journalistic photographs. Attach each photo to a sheet of paper. Using the paper for your answers, answer the following questions about each photo:

1. Was the photograph syndicated from a national news agency, e.g., AP or UPI, or was it taken by a local photojournalist?
2. Is credit given to the photographer, either in the story or with the photograph?
3. Does the photograph portray an event, a place, a person, or a thing?
4. Does the photograph illustrate a story, or is it a "human interest" photo?
5. What makes the photo newsworthy?
6. What artistic compositional qualities make the photo good?

Problem B

Directions: Write your own caption for each of the photographs used in Problem A. You may use the bottom of the paper used in Problem A for your captions.

RADIO-TV ANNOUNCER

Communications and Media
Cluster

Artistic
Interest Area

SUJECT CORRELATION: Reading, Drama, Language, Communications, Marketing

JOB DESCRIPTION: **The radio-TV announcer is responsible for planning and conducting broadcasts and for creating scripts for broadcasts.**

MATERIALS NEEDED:
OOH
Occupational Information Sheet
Tape recorder
Blank tape
Video camera
VCR tape

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading the article on the job of a copywriter.

B. Complete the Radio-TV Announcer Activity Sheet following the directions given.

RADIO-TELEVISION ANNOUNCER ACTIVITY SHEET

Instructions: Improve your pronunciation, speech patterns, and the tone of your radio voice by reading tongue twisters into a tape recorder. Listen for effectiveness and pronunciation. Make improvements.

RADIO ANNOUNCER

1. CREATE a radio script for a commercial advertisement for your product or service. (YOU DID THIS IN THE COPYWRITER ACTIVITY.)

2. Practice reading this commercial advertisement to another group. Have them offer suggestions for improvement.

3. When your advertisement has been perfected, record it on tape for radio broadcast.

TELEVISION ANNOUNCER

1. CREATE a television script for a commercial advertisement of your product or service. (YOU SHOULD HAVE COMPLETED THIS ACTIVITY IN THE COPYWRITER ACTIVITY.)

2. Decide on a cast -- people who will play roles in this advertisement. The cast may be merely your partner and you. (Hire others if you wish. BUT remember: YOUR BUSINESS IS JUST STARTING AND YOU DO NOT HAVE A LARGE BUDGET! SO BE CAREFUL.)

3. Decide camera directions for videotaping. Know camera angles. Decide how you want your commercial to look to the viewing audience.

4. Practice this advertisement first by reading through the script with your cast. Make needed changes.

5. Rehearse by acting out the script. Then rehearse before another group. Have them critique your work. Perfect your ad.

6. VIDEOTAPE YOUR COMMERCIAL ADVERTISEMENT FOR TELEVISION.

COURSE: Exploring Career Decisions UNIT: Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.04 Simulate a variety of job tasks in the construction cluster.

TIME: 1.5 hours

OUTLINE	STRATEGIES - ACTIVITIES
Simulate a variety of job tasks. A. Organization 1. Clusters 2. Interest areas Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job.	1. Research occupations from this cluster and or the interest areas using the format provided. 2. Simulate occupations from this cluster and or interest areas according to the instructions given.

Resources:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

BRICKLAYER

Construction
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Math, Drafting, Industrial Technology

JOB DESCRIPTION: A bricklayer builds walls, fireplaces, and other structures with brick.

MATERIALS NEEDED:
OOH, other career information resources
Bricklayer Activity Packet
Mortar Box and Hoe
Mixed Mortar
Mortar Board
10 Bricks
Shovel
Trowel
Chalk
Course Rod

INSTRUCTIONS:

A. Complete occupational information research sheet

B. Complete Bricklayer Activity Packet, according to directions

NOTE: <u>Safety Precautions:</u> Mortar should not be handled with your hands. Use a hoe, a shovel, or a trowel to work with the mortar.

Do not horseplay with mortar.

Wash your hands when you finish the job.

BRICKLAYER ACTIVITY PACKET

Bricklayer's Job Information Wall

Start here to find out what it takes to build a career in bricklaying:

A bricklayer builds walls, floors, partitions, fireplaces, and other brick structures.

Bricklayers build with brick and concrete block. They also install firebrick liners in industrial furnaces.

To build a wall, bricklayers use a plumbline and level to build the corners first. Then they stretch a line from corner to corner to keep the rows of bricks straight.

Bricklayers spread a bed of mortar with a trowel. Next they place a brick on the mortar bed and then tap it in place. They repeat these steps many times to build a wall.

Bricklayers must read blueprints to know what they are to build.

Usually a bricklayer uses steel supports at the windows and door openings. For a more special look, they may build arches instead.

A bricklayer-assistant is called a hod carrier.

A hod carrier hands bricks or other materials. Hod carriers mix mortar and set up and take down scaffolding.

Bricklayers usually work outdoors but not in bad weather that is too hot or too cold for the mortar to work properly.

Bricklayers must stand, kneel, and bend for long periods of time. They also have to lift heavy materials.

Bricklayers can be injured by their tools or by a fall from scaffolding. However, a bricklayer is less likely to be injured than any other kind of construction worker.

In 1986, bricklayers and stonemasons held about 161,000 jobs. Most were bricklayers.

Most of these workers are employed by contractors. One out of every four bricklayers is self-employed.

Most bricklayers learn their job through on-the-job training. Some learn through an apprenticeship program.

Individuals who learn through on-the-job training start as hod carriers or helpers. They learn each step by watching and practicing. The amount of time to learn this way varies greatly.

Apprentices must be 17 years old. Apprenticeships require three years of on-the-job training plus 144 hours per year of class work.

Classwork would include blueprint, math, layout work, and sketching.

JOB OUTLOOK: The need for bricklayers is expected to increase.

In 1986, a bricklayer could earn from $410 to $680 per week. Apprentices and hod carriers start out earning about half the pay of a bricklayer.

RELATED JOBS: stonemason, concrete mason, plasterer, and tile setter.

This is the end of the last course of bricks. Does the job of bricklayer sound interesting

---

The Bricklayer's Dictionary

Mortar - a cement mixture used to hold bricks together.

Plumbline - a string with a weight on the end that is used to keep objects vertical.

Scaffolding - a frame that is used in building construction to be able to reach high places.

Trowel - a flat metal tool with a handle that is used to spread mortar.

BRICKLAYER ANSWER KEY

TASK 1

1. A bricklayer repeats the same three steps many time to build a brick structure. The bricklayer must: a. spread the mortar with a trowel ; b. place the brick on the mortar; c. then tap it into place.

2. The physical demands made of a bricklayer are to stand, to kneel, and to bend for long periods of time. They must also lift heavy materials.

3. Bricklayer apprentices should be at least 17 years of age. An apprenticeship takes 3 years.

4. Many workers learn their trade while working as a helper or hod carriers.

5. The employment outlook for bricklayers is good.

(There are ten answers in the above section. Some answers may have more than one word to them. Answers are separated by a comma. Task 2 involves a hands-on exercise with 23 check points for following directions. Any grade for this task should be for following the directions and not for the skill demonstrated.

TEACHER INFORMATION

*This is a high interest unit that requires materials for student success. Once the maerials are gathered, the activity can be done again and again without purchasing new supplies.

*If you can have a bricklayer volunteer to demonstrate to your class once, the teacher can learn the basics and be able to share this process with the rest of the classes.

*Safety is very important to the success of this unit. The traditional mortar mix used to teach this, which contains lime, a caustic substance, has been replaced with Carotex. Carotex is a commercially available powered kaolin (clay) that will not cause the chemical burns that lime will. The dust of Carotex can cause respiratory problems; therefore, it is advised that students not mix the mortar from a dry state. Students are usually less careful about creating a cloud of dust. This is why mixing the mortar is not part of the student's activity. ***Be careful!***

*The last pages provide visual instructions to help the students through the written instructions of TASK 2. They can be laminated and posted in the work area.

*A flat area of concrete is needed for the work space. In nice weather, outside would be preferred.

*The mix will store well in a five-gallon plastic bucket.

Mixing Mortar

Mortar is mixed with 2 parts sand and 1 part Carotex while dry to make an admixture. Use the mortar box to mix the admixture with a hoe. Add a little less water than the amount of Carotex. Use the hoe to mix the mud (mortar). A wheelbarrow or plastic "kiddie" swimming pool can be substituted for a mortar box. The mortar mix should be plastic enough to hang on to a vertical trowel and stiff enough to stand when parted by the hoe raking through the mortar box. The mortar should have a smooth surface when the trowel is smoothed over the top. Once you have worked with correctly mixed mortar, it is fairly easy to mix it yourself later. If you have trouble, ask someone who has experience to show you. It is helpful to have extra admixture pre-mixed and set aside so that when mortar is remixed after laying bricks and too much water has been added, a quick correction can be made. Carotex can be ordered from: Southeastern Clay Products, P. O. Box 1055, Aiken, SC 29802, 803-648-3248. They may be able to give you a local source. Cost is about $5.00 a 50-pound bag.

MASONRY TERMS

1. Trowel - Tool used by masons to spread mortar.

2. Mortar box (mixer) - A structure or container within which large amounts of mortar may be mixed. A mortar box is manual; a mixer could be gasoline or electric-powered.

3. Mortar hoe - Special hoe with holes in the blade, used to mix mortar in a mortar box.

4. Mortar board - Square board which holds the mason's mortar.

5. Level - Tool used to insure that masonry walls are straight and accurately built.

6. Course rod - A gauge rod which checks the height of brick and block.

7. Masonry cement - A mixture of Portland cement, sand, and water.

8. Mud - Trade name for masonry cement.

9. Stringing mortar - The process of spreading mortar with a trowel on a masonry wall.

10. Masonry - A material such as concrete block, bricks, or stone bonded together with mortar tc form a wall or structure.

11. Bed joint - A horizontal bed of mortar on which a brick is laid.

12. Head joint - The joint where mortar is placed vertically on a brick.

13. Buttering - Applying mortar on the end of a brick before laying it.

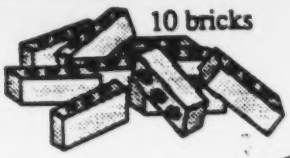
14. Brick - (common) A rectangular unit of clay, burned in a kiln 2-1/4" H x 7-1/2" W x 3-1/2" D.

15. Concrete block - A hollow or solid block made from Portland cement and aggregate.

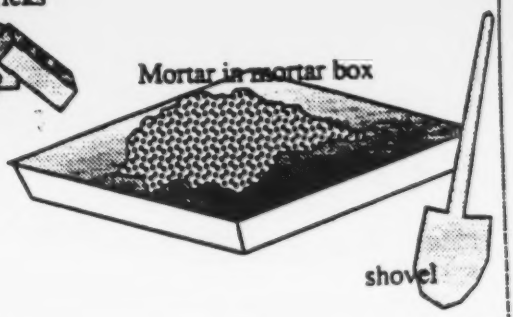
Step 1

course rod

CHALK
ANSWER SHEET



10 bricks



Mortar in mortar box

mortar board

trowel

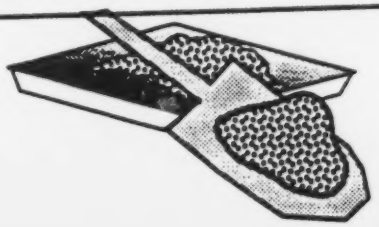
shovel

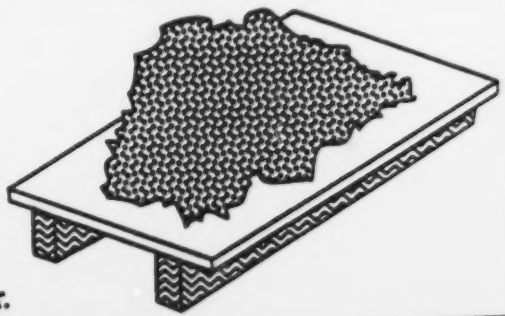
Step 2

Four bricks with 3/8" mortar joint space allowed between each brick.

Draw a chalk line on both ends and across the front of the bricks to mark off the work space.

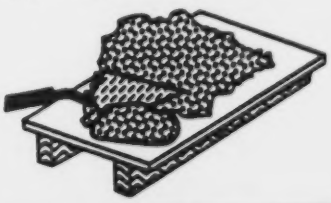
Step 3





Load the mortar mortar board with mortar.

Step 4 Laying a mortar bed.

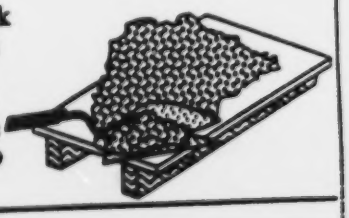


Hold the blade of the trowel vertical and cut off a section (this will look like a loaf) of mortar.

A

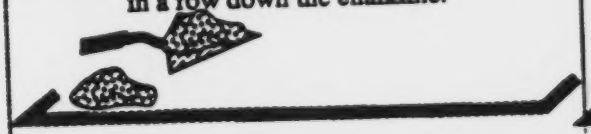
Slide the trowel under the loaf of mortar just cut. Pick the mortar up with the trowel blade. Jiggle the mortar slightly so that the mortar settles onto the blade.

B



C

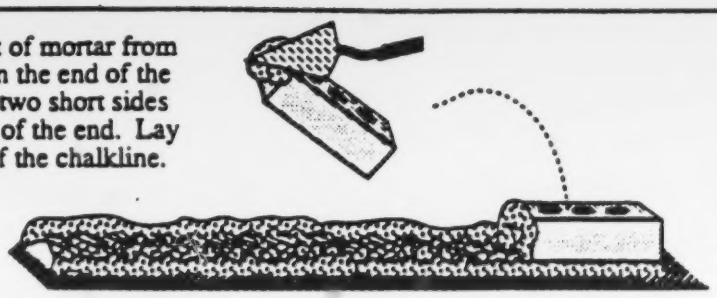
When the trowel is over the work area, turn the blade vertical and jerk it slightly so that the mortar will slide off. Lay these loaves of mortar in a row down the chalkline.



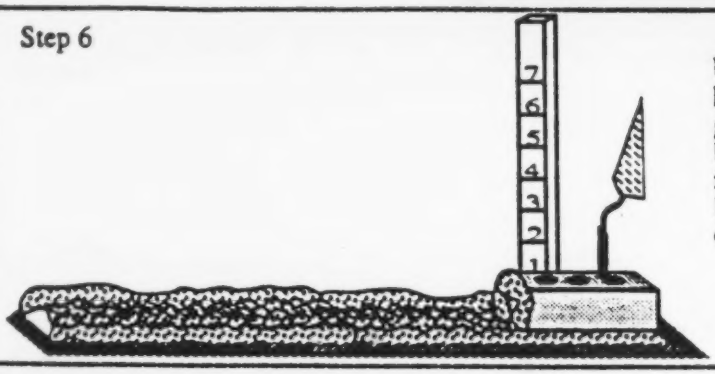
D

Part the mortar with the trowel blade flat on the loaves of mortar. Press the mortar slightly as you make a herringbone design down the middle of the mortar.

Step 5 Scrape a small amount of mortar from the tip of the trowel on the end of the brick. Do this on the two short sides of the end and the top of the end. Lay the brick at one end of the chalkline.

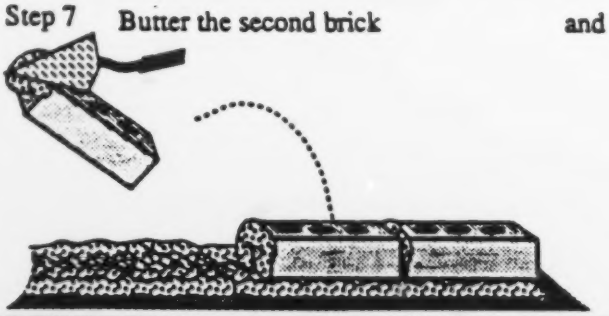


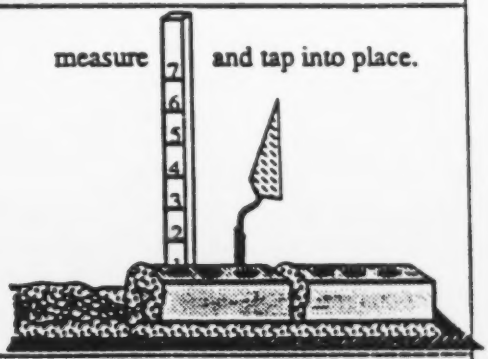
Step 6



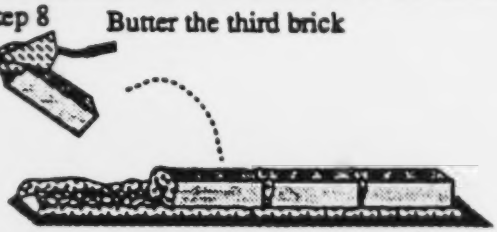
Use the course rod to measure how much to tap the brick. Tap gently, you can aways tap again but you cannot raise the brick if it goes down too far. Check the brick height with the course rod on both ends of the brick.

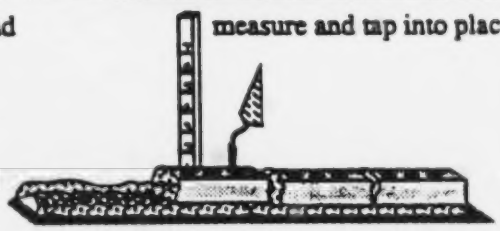
Step 7 Butter the second brick and measure and tap into place.



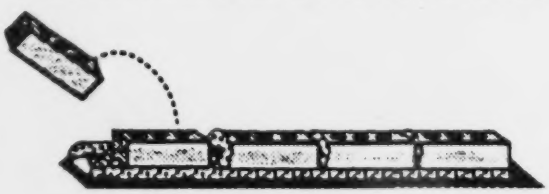


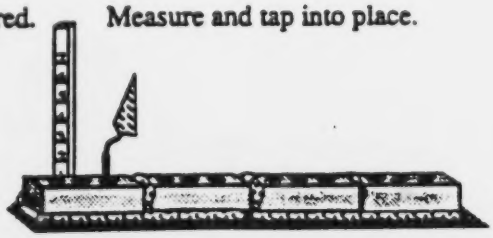
Step 8 Butter the third brick and measure and tap into place.



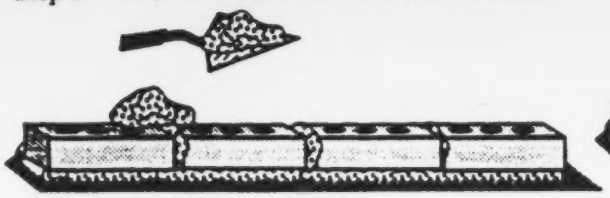


Place the fourth brick it does not need to be buttered. Measure and tap into place.

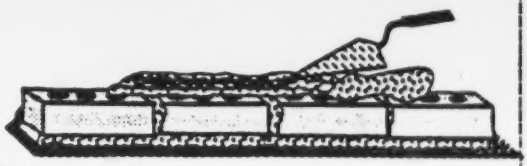




Step 9 Lay the mortar for the second course.

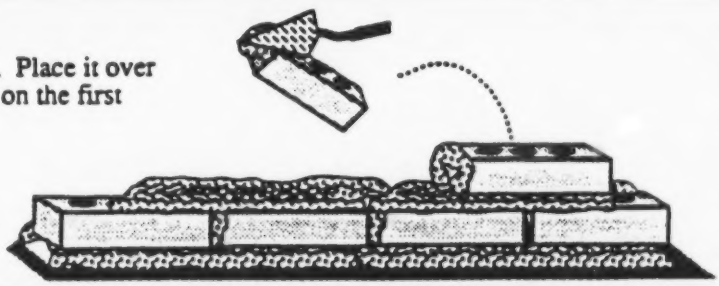


Part the mortar with the trowel.



Step 10

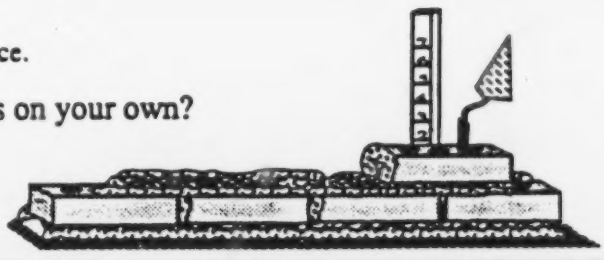
Butter the end of the brick. Place it over the first and second bricks on the first course.



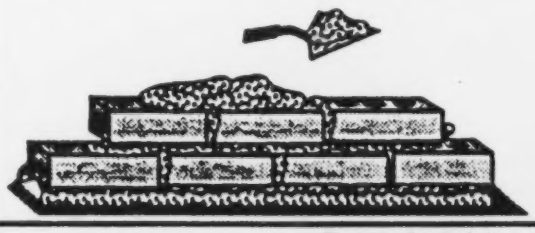
Step 11

Measure and tap each brick into place.

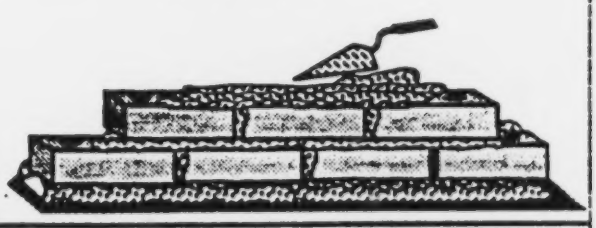
Can you do the next two bricks on your own?



Step 12 Lay the mortar bed.

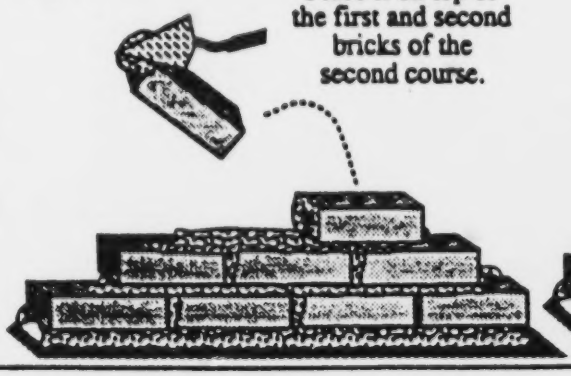


Part the mortar.

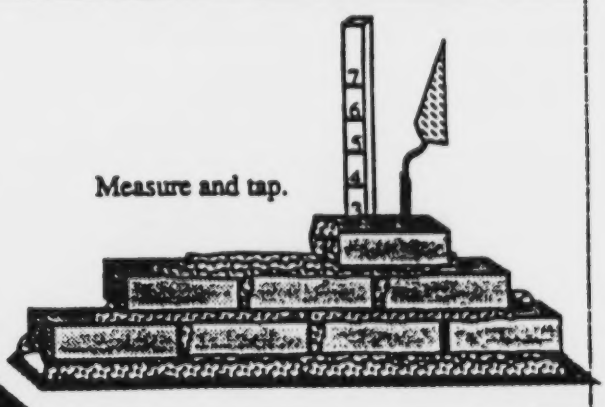


Step 13

Butter the brick. Place it on top of the first and second bricks of the second course.

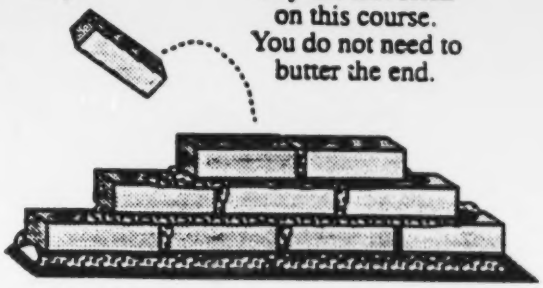


Measure and tap.

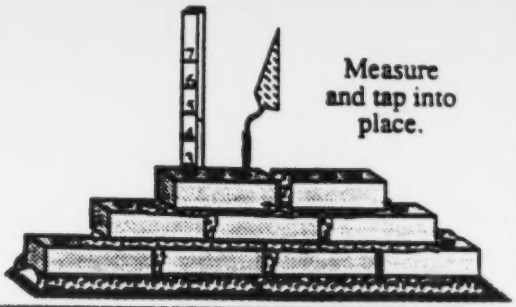


Step 14

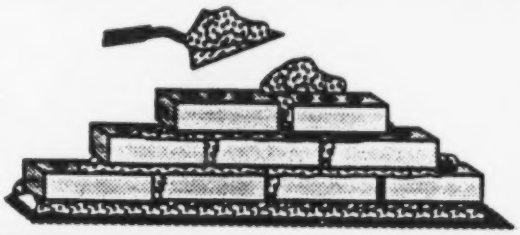
Lay the last brick on this course. You do not need to butter the end.



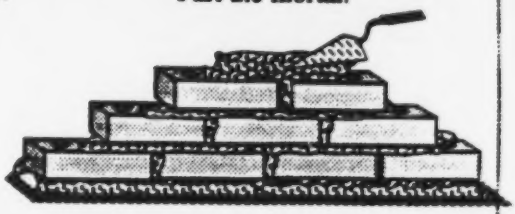
Measure and tap into place.



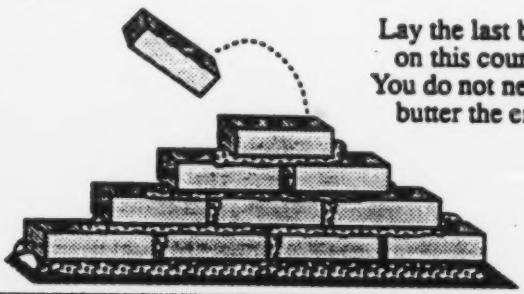
Step 15 Lay the mortar for the fourth and final course.



Part the mortar.

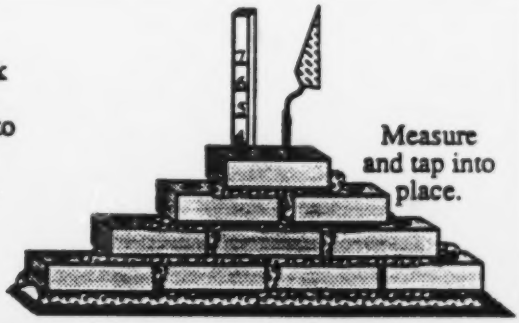


Step 16



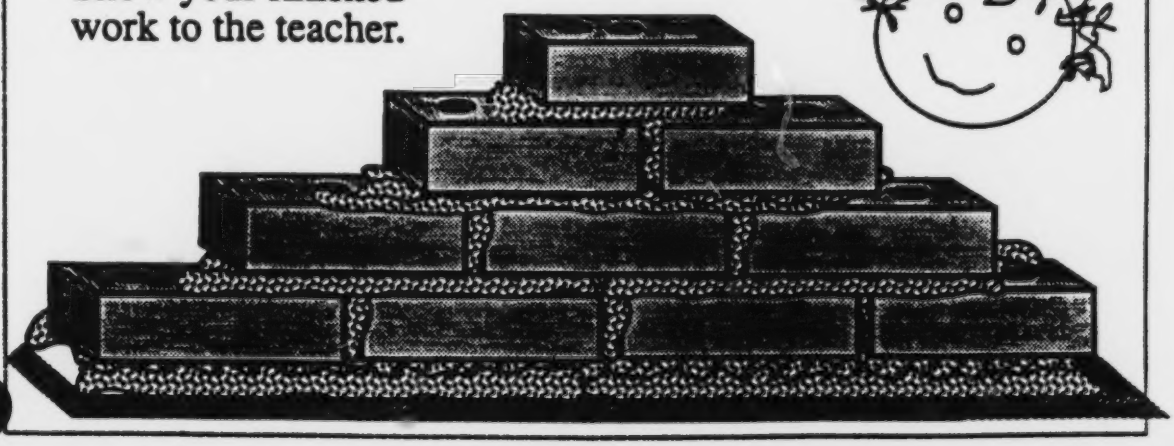
Lay the last brick on this course. You do not need to butter the end.

Measure and tap into place.



Step 17

Show your finished work to the teacher.



BRICKLAYER ANSWER SHEET

Name _____

Date _____

TASK 1

Read the Bricklayer's Job Information Wall Sheet. Answer the following questions, using the information you read.

1. A bricklayer repeats the same three steps many times to build a brick structure. The bricklayer must: a. spread the mortar with a _____; b. place the _____ on the mortar; c. then _____ it into place.

2. The physical demands made of bricklayers are to stand, to _____, and to _____ for long periods of time. They must also lift _____ materials.

3. Bricklayer apprentices should be at least _____ years of age. An apprenticeship takes _____ years.

4. Many workers learn their trade while working as a helper or _____ _____.

5. The employment outlook for bricklayers is _____.

TASK 2

Read each instruction carefully. Check off each step as you complete it.

1. ____ Assemble all the materials needed to lay 10 bricks.
2. ____ Lay four bricks without mortar and mark the chalkline.
3. ____ Use the shovel to load the mortar board with mortar.
4. ____ Lay the mortar bed for the first four bricks. Use the point of the trowel to part the mortar.
5. ____ Butter the end of the first brick. Lay the unbuttered end of the brick at the end of the space marked off for the first course of bricks.
6. ____ Use the course rod to measure how much to tap the brick. Tap with the trowel handle.
7. ____ Butter the next brick and lay it beside the last brick laid. Measure and tap.
8. ____ Continue repeating step 7 until the first course is laid.
9. ____ Lay the mortar bed for the second course of bricks (three bricks). Part the mortar.
10. ____ Butter the end of a brick. Lay it on top of the first and second bricks on the first course.

11.____ Repeat steps 6 and 7 to the end of the second course.
12.____ Lay the mortar bed for the third course. Use the point of the trowel to part the mortar.
13.____ Butter the end of a brick. Lay it on top of the first and second bricks on the second course. Use the course rod to measure and tap with the trowel handle. Tap the brick into place.
14.____ Add the last brick to this course. Measure with the course rod and tap with the trowel handle.
15.____ Lay the mortar for the fourth course. Use the point of the trowel to part the mortar.
16.____ Lay the top brick. Use the course rod to measure and tap with the trowel handle.
17.____ Show your work to the teacher.

CLEAN UP

18.____ Take the bricks apart. Use the trowel to scrape off the mortar.
19.____ Put the mortar back into the mortar box.
20.____ Adding small amounts of water at a time, remix the mortar. Stir with the hoe.
21.____ Wash off the trowel, shovel, hoe, course rod, and your hands.
22.____ Turn in your answer sheet.

BUILDING CONTRACTOR

Construction
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Industrial Technology, Math, Reading

JOB DESCRIPTION: Building contractors are responsible for all kinds of work on the construction site. They are often called on to write a bid for the cost of the construction of new new houses and additions to existing houses.

MATERIALS NEEDED:
OOH
Floor Plan
Cost Estimator Chart
Building Contractor Answer Sheet

INSTRUCTIONS:

A. Read an article on the job of a building contractor and complete the Job Information Questionnaire.

B. Complete the Interests and Abilities Questionnaire.

C. Study the Floor Plan chart and the Cost Estimator Chart and figure the cost of the items.

BUILDING CONTRACTOR ANSWER SHEET

I. 1. _____

2. _____

3. _____

4. _____

5. _____

II. 1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

III. A. _____

B. _____

C. _____

_____

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ROOM ADDITION BID SHEET

A. Exterior Work	Quantity	x	Unit Cost	= Total Cost
1. Foundation	600 sq. ft.	x	$ 2.00 sq. ft.	= $1200.00
2. Roof		x		=
3. Siding		x		=
4. Walls		x		=
5. Insulation(Walls)		x		=
6. Insulation(Ceiling)		x		=
7. Fireplace		x		=
8. Double-hung window		x		=
9. Picture window		x		=
10. Exterior Door		x		=
11. Sliding glass door		x		=
12. Painting		x		=

B. Recreation Room				
1. Electrical switches		x		=
2. Electrical receptacles		x		=
3. Electric lights		x		=
4. Flooring		x		=
5. Ceiling		x		=
6. Cabinets		x		=
7. Painting		x		= _____

Completion Cost_____

Building Contractor

I. On your Answer Sheet, complete the following questionnaire.

JOB INFORMATION QUESTIONNAIRE

1. For what is the general contractor responsible?
2. How does a contractor get a job?
3. What are three important things a contractor should know?
4. What would you like about this job?
5. What would you dislike about this job?

II. Could you be a good building contractor?

Step 1. Answer the following questionnaire honestly on your Answer Sheet.

INTERESTS AND ABILITIES QUESTIONNAIRE

1. Do you enjoy watching buildings under construction?
2. Do you like to build things?
3. Are you good in math?
4. Do you get along well with other people?
5. Do you pay close attention to details?
6. Are you patient?
7. Do you feel you are a good leader?
8. Are you ambitious?
9. Are you willing to work long hours?
10. Are you good in physical science?

11. Can you solve problems and make decisions easily?

12. Do you have a good memory?

13. Can you stick to a job until it is done?

14. Can you work well with tools and machines?

Step 2. If you answered yes to eleven or more of these questions, you might need to take a closer look at building contractor as a possible future occupation.

III. Building contractors are required to work closely with the public. They are often called by potential customers to write a bid for the cost of the construction of new houses or additions to existing houses. It is the responsibility of the building contractor to work with the customer to be sure the new construction is as close to what the customer desires as possible. Quite often the type of construction the customer desires is unrealistic when considering the cost of the work which is involved in the construction. The building contractor would then make suggestions of changes that might be acceptable to the customer. In this exercise, you will be figuring the bid for building a recreation room for Mrs. Jones.

Step 1. Look at the floor plan for the recreation room, and study this floor plan, comparing the symbols used in the floor plan with the list of symbols at the bottom of the floor plan. Be sure that you understand the drawing and all the symbols. If you have questions, ask your teacher to explain it.

Step 2. Take the bid sheet found with your Answer Sheet and start working to fill in each space on the sheet. To help you to complete the bid correctly, look at the following sample which will figure out the cost of the foundation.

SAMPLE: Foundation Cost Item A-1 Bid Sheet

A. Find Foundation in the Cost Estimator Chart.
B. Foundation cost is $2.00 per square foot.
C. Figure the square feet, using the following formula:
square feet = length x width
square feet = 30' x 20'
square feet = 600
D. Total cost equals 600 square feet x $2.00 per

square foot, or $1,200.00.

E. Enter 600 square feet under "Quantity," $2.00 per square foot under "Unit Cost" and $1,200.00 under "Total Cost Item A-1."

Step 3. Continue to figure the cost of each item in the bid chart by first determining the quantity, then multiplying this figure by the Unit Cost (found in the Cost Estimator Chart).

Step 4. Answer the following questions on your Answer Sheet.

A. Which item costs the most _____

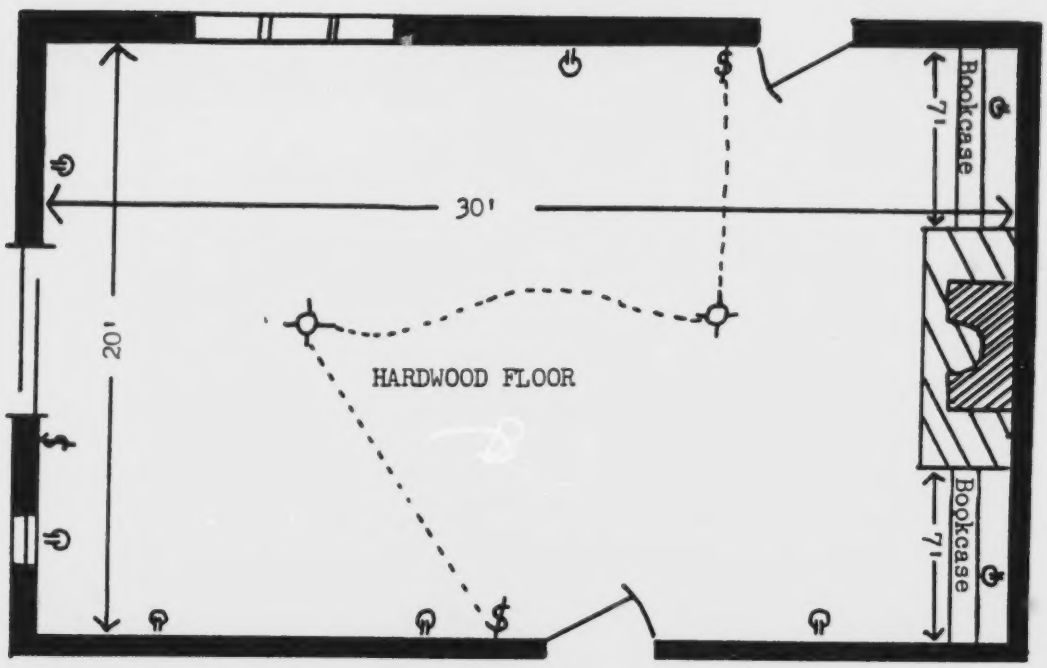
B. Which item costs the least _____

C. How would you suggest cutting the cost of construction if the total cost was too high

_____

_____

FLOOR PLAN FOR RECREATION ROOM ADDITION



Symbols used in floor plan

1. Wall with wooden siding
2. Double hung window
3. Picture window
4. Doors
5. Fireplace
6. Electric Light
7. Electric Receptacle
8. Wiring for lights
9. Dimensions
10. Electric Light Switch
11. Sliding glass door

COST ESTIMATOR CHART

All estimates include labor and materials

A.	Electrical	
	1) switches	$ 8.00 each
	2) wall receptacles	10.00 each
	3) ceiling lights	30.00 each
B.	Windows	
	1) double-hung windows	100.00 each
	2) picture windows	250.00 each
C.	Doors	
	1) exterior doors	150.00 each
	2) sliding glass doors	250.00 each
D.	Walls	
	8 feet high, covered with gypsum wallboard	2.00 per sq. ft.
E.	Insulation	
	1) walls	.20 per sq. ft.
	2) ceiling	.12 per sq. ft.
F.	Flooring	
	Hardwood, including subflooring and framing	2.00 per sq. ft.
G.	Fireplace	1,500.00 each
H.	Roofing	
	Includes rafters, sheathing, and roof covering	1.50 per sq. ft.
I.	Siding	
	9' high	.75 per sq. ft.
J.	Foundation	2.00 per sq. ft.
K.	Ceilings	
	Covered with gypsum board	1.25 per sq. ft.
L.	Cabinets	
	Bookshelf cabinet with base unit	40.00 per running foot
M.	Painting	.75 per sq. ft.

BUILDING CONTRACTOR ANSWER KEY

I. Job Information Questionnaire

1. For all parts of the construction job.
2. The contractor with the lowest bid usually is awarded the job.
3. Estimate cost of labor, equipment and materials; be able to follow a schedule and meet deadlines; be able to supervise the employees; be familiar with all kinds of construction; be familiar with the law; etc.
4. (Varies with student)
5. (Varies with student)

II. Interests & Abilities Questionnaire

(Varies with student)

III. Cost Information

A. walls

B. electrical stitches

C. eliminate fireplace

ROOM ADDITION BID SHEET KEY

A. Exterior Work	Quantity		x	Unit Cost		= Total
1. Foundation	600	sq. ft.	x	$ 2.00	sq. ft.	= $1200.00
2. Roof	600	sq. ft.	x	$ 1.50	sq. ft.	= $ 900.00
3. Siding	900	sq. ft.	x	$ .75	sq. ft.	= $ 675.00
4. Walls	800	sq. ft.	x	$ 2.00	sq. ft.	= $1600.00
5. Insulation(Walls)	800	sq. ft.	x	$ .20	sq. ft.	= $ 160.00
6. Insulation(Ceiling)	600	sq. ft.	x	$ .12	sq. ft.	= $ 72.00
7. Fireplace	1		x	$1500.00	ea.	= $1500.00
8. Double-hung window	1		x	$100.00	ea.	= $ 100.00
9. Picture window	1		x	$250.00	ea.	= $ 250.00
10. Exterior Door	2		x	$150.00	ea.	= $ 300.00
11. Sliding glass door	1		x	$250.00	ea.	= $ 250.00
12. Painting	900	sq. ft.	x	$ .75	sq. ft.	= $ 675.00
B. Recreation Room						
1. Electrical switches	3		x	$ 8.00	ea.	= $ 24.00
2. Electrical receptacles	8		x	$ 10.00	ea.	= $ 80.00
3. Electric lights	2		x	$ 30.00	ea.	= $ 60.00
4. Flooring	600	sq. ft.	x	$ 2.00	sq. ft.	= $1200.00
5. Ceiling	600	sq. ft.	x	$ 1.25	sq. ft.	= $ 750.00
6. Cabinets	14	ft.	x	$ 40.00	per ft.	= $ 560.00
7. Painting	800	sq. ft.	x	$ .75	sq. ft.	= $ 600.00
						$ 10,956.00

Completion Cost_____

CONSTRUCTION MANAGER

Construction
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Math, Physics, English, Industrial Technology

JOB DESCRIPTION: Construction managers are responsible for coordinating all aspects of a building project. The construction manager must plan carefully for each stage of the building process.

MATERIALS NEEDED: OOH, other career information resources
Construction Manager Activity Packet

INSTRUCTIONS:

A. Complete Occupational Information research sheet, using career information resources.

B. Complete Tasks 1 and 2 in the Construction Management Activity Packet, according to directions.

CONSTRUCTION MANAGER*

Have you ever stopped to watch construction workers busy at work on a building project Have you ever wondered who was in charge of all the work The answer is the construction manager. Construction managers are known by many different job titles. They can be called construction superintendent, production manager, project manager, general construction manager, construction contractor, subcontractor, or general contractor. They can be paid a salary or be self-employed. Jobs can range from a single-family house to a huge shopping mall. Whatever the work, these people plan all the stages of construction. They also direct the workers for each project.

Nature of Work

On a small construction project, like remodeling a home, construction managers usually supervise the workers directly. Often the manager is an experienced builder who is self-employed. The large construction projects are divided into many segments with several construction managers. These managers are usually paid a salary by a large company. Different construction managers may handle preparing the site, laying the foundation, or erecting the framework. Still other managers may be in charge of the electrical system, the plumbing, or the heating and cooling system. All of these specialized construction managers would work together to complete a big job.

Construction managers decide what construction method will be used. They schedule all the necessary construction steps. They have to figure how much time will be required to do each step of the job and plan to meet the deadlines. Construction managers determine the labor needs. They may also supervise the hiring and dismissal of the workers. Engineers, architects, and construction managers work together to plan the way a building will progress. Construction managers need to be able to understand the complicated method used to plan the building process. Computers are used in the planning process.

Once a project is underway, a construction manager directs the workers. The construction manager checks to see that all the equipment and supplies are delivered on time. The manager is responsible for all necessary permits and licenses, and for making sure that safety codes and labor regulations are followed.

From observing workers, construction managers can make daily reports about the progress of the project. This also helps them

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*Rewritten from the article "Construction Managers" by Arthur Gartaganis that appeared in the Summer 1989 issue of Occupational Outlook Quarterly.

know what workers and equipment will be needed for the next day. Weekly meetings with construction managers from other areas of the project help keep all phases of the project proceeding as planned.

Earnings and Working Conditions

The pay a construction manager earns can vary for many reasons. Project size and location are two major reasons the pay varies. In 1988, salaries for beginning construction managers were from $22,000 to $30,000 per year. Those with many years of experience could make from $30,000 to $100,000 per year. Many construction managers who are on a salary also receive fringe benefits. These benefits can include a company car, bonuses, and business travel expenses. The incomes of managers who are self-employed can vary even more than those who work for a company.

Construction managers work out of a central office. The central office is often a nice, big place where the construction project is planned. They also work out of an office at the construction site that is often small and crowded. The office at the project site is a busy place from which the project is monitored. Sometimes they have to travel to another state to work. Projects overseas could mean temporarily living out of the country.

It is rare in this job to work only forty hours a week. Sometimes construction can go on around the clock for days or weeks to meet a deadline. The managers would need to be there as much as possible during that time. Even when they would take a couple of hours off, they would still be on call for accidents or delays.

A construction manager's work is not usually dangerous. Whenever they are on a construction site, they need to be alert to the work around them. Sometimes the place is hectic and the manager must be able to make decisions quickly.

Employment and Outlook

Construction managers held 172,000 jobs in 1986. About nine out of 10 worked for contract companies. Most of these companies do special work such as plumbing, electrical, or heating and air conditioning. Some companies handle all areas of construction.

Not all construction managers work for a company. Some work for local governments or schools. Thousands are self-employed in the different areas of construction.

Jobs for construction managers are expected to increase faster than the average for all occupations through the year 2000. Construction will become more complicated. Building

materials and construction methods will improve. Buildings will be electronically operated and energy-efficient. Tougher building codes and worker safety needs will also make the job harder.

Many of the new jobs in this occupation will be to build nonresidential buildings. Residential construction jobs will increase less than commercial building. Many of the openings will be to replace those workers who retire. Construction managers with a Bachelor's degree in construction science will have a good job outlook.

Work for people in the construction cluster varies with the amount of building being done. When construction projects are few, construction managers can still work. Planning future projects can be done during slow times.

Qualifications and Advancement

Many of the older construction managers learned their job through experience as a construction worker. They may have started as a plumber or an electrician. They began to oversee other workers in their area. Being good as a worker and a supervisor helped them to become a construction manager.

The younger construction managers are more often learning their job in school. Many are trained by industry programs in universities. Others have attended two-year college programs in construction science. In 1988 over 200 schools had such programs. A four-year college program in construction science can greatly help a person who wants to enter this occupation. There are about 75 colleges offering these programs. Recent graduates of college programs usually start as assistant construction managers. More engineers and architects are becoming construction managers after working on construction projects.

About 15 colleges offer Master's degrees in construction science. These graduates usually work for very large construction companies. One school, the University of Florida, offers a doctoral degree in construction science. People who earn a doctorate in construction science usually become college teachers.

Persons interested in this work should be able to work under stress. They need to be able to make quick decisions. They need to be good problem-solvers. They need to be able to handle several problems at once. Understanding architectural drawings is important. Construction managers must be able to work well with many different kinds of people.

Advancement depends upon the size of the company. In large companies managers can move up to mid-level and top-level

managers. Experienced individuals may become consultants and tell others how to do their work better. Some move up by setting up their own company.

Related Occupations

Architect
Civil Engineer
Construction Supervisor
Electrical Engineer
Landscape Architect
Builder
Cost Estimator
Developer
Industrial Engineer
Mechanical Engineer

TASK 1

OCCUPATIONAL INFORMATION

In the space provided on the Answer Sheet, answer the following occupational information questions.

Do not write on this page!

TASK 1

1. In one good sentence, explain what a construction manager does.

2. Where does a construction manager do his job (If there is more than one place, list them.)

3. How will most new construction managers be trained for their work

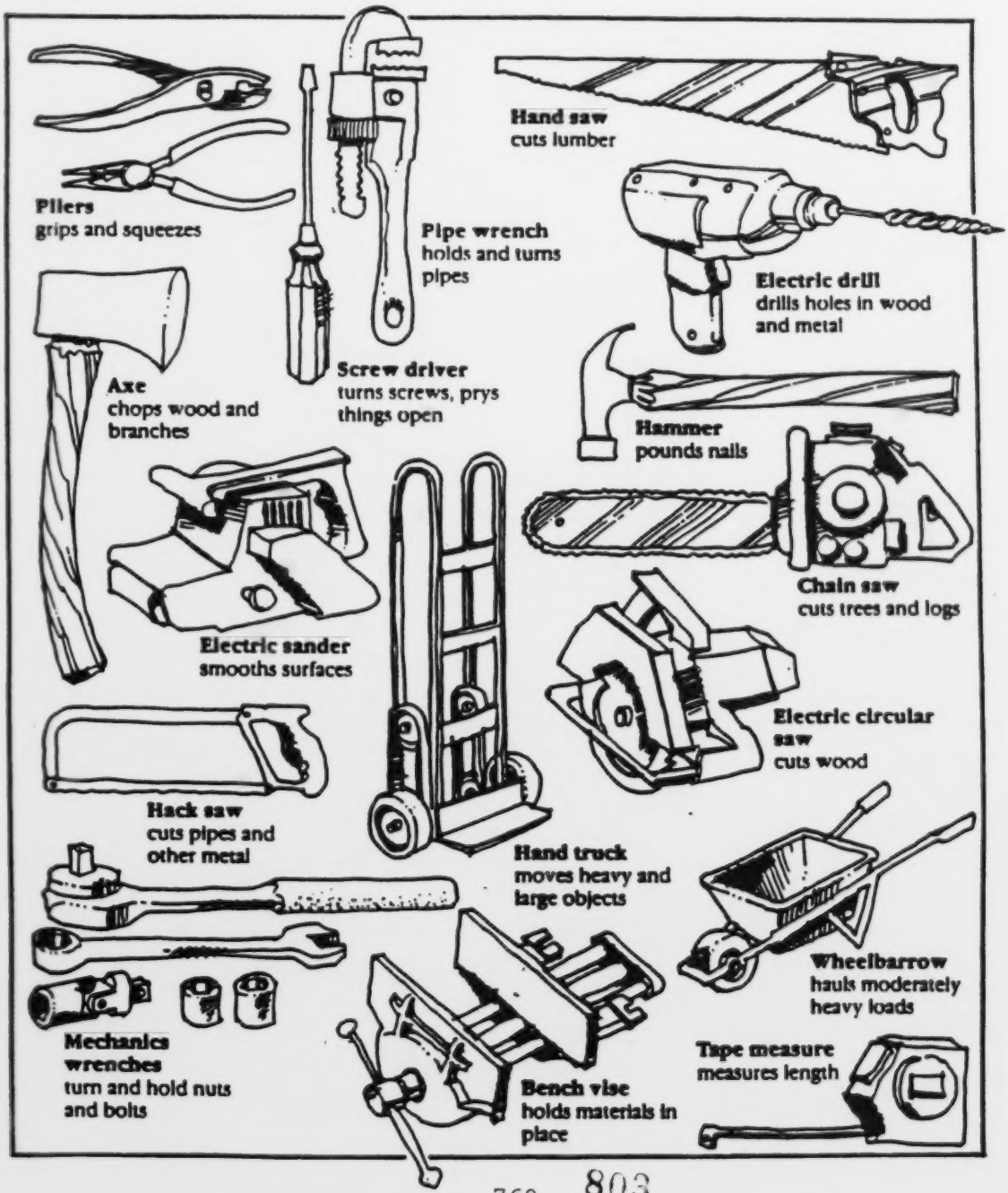
4. What is the job outlook for the occupation of a construction manager

5. In 1988 what was the starting salary for a construction manager

TASK 2

TOOLS

In this activity, you will need to study the tools listed below. These tools are commonly used to do the many jobs at a construction site. You will need to know how these tools are used so that you can complete the section of the Answer Sheet called *Toolin' Around.*



Name _____
Date _____

CONSTRUCTION MANAGER ANSWER SHEET

TASK 1

Write your answers to the occupational information questions found in TASK 1.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

4. _____

_____

5. From _____ to _____.

TASK 2

*Toolin' Around** *Story Sheet*

Directions: Choose an appropriate tool for each job from those shown on the tool sheet. Write the name of the tool on the blank.

Ginny and Joe went with their Aunt Rose to the construction site of a new shopping center. Aunt Rose is a supervisor for the general contractor who is building the shopping center. She was very much interested in building as a child and studied math all through school. She took courses in drafting and architecture in college and later went to work in the building trades. She wanted Ginny and Joe to learn about her work.

The first site they visited will be a pet shop when it is finished. The plumber was working on the piping for the fish

_____

*From Spaces by Sherry Fraser, Project Director. Copyright 1982 by Dale Seymour Publications. Reprinted by permission.

tanks. She was holding one pipe in place with a large _____ _____ while using another one to tighten the fitting. She had to cut a pipe to a certain length to fit under the fish tank, so she used a _____ _____ to measure it. She then cut it with a _____ _____ .

Next, in what would be a clothing store, frames for displays were being built by carpenters. They were using _____ to pound nails into boards they had cut with their electric _____ _____ _____.

As soon as the carpenters had finished, an electrician drilled holes in the frame with her electric _____ so that the wiring for the display lights could pass through the frame. Her partner used screws and a _____ to fasten the switch boxes into place when the wiring was completed. The wires had to be squeezed together with a pair of _ _____ before being capped off to make them safe.

Two shops away, cabinetmakers were sanding cabinets with electric _____ to make the surface smooth for painting. They had set up a workbench with a bench _____ on it to hold small pieces of wood they needed to cut to a particular length. Once, when all the electric saws were being used, the cabinetmaker used a _____ _____ to cut a wooden brace, holding it in the vise while he cut it.

Out in the mall area, a forklift, which was being used to haul tools and lumber, had stopped running. A mechanic was working on it, with his _____ spread about him on the floor. Several workers could not wait for the forklift to deliver what they needed, so they used a _____ _____ to carry their supplies.

A large appliance store was almost finished, and a refrigerator was being brought in on a hand _____ by a worker who liked to balance the load just right. He almost ran into Ginny because he couldn't see around the big refrigerator.

Joe and Ginny were getting hungry, so Aunt Rose offered them lunch at a nearby hamburger stand. On the way out of the shopping center, Joe noticed that a tree had blown down nearby, perhaps during a recent windstorm. Workers were using _____ _____ to cut up the large trunk into small pieces. Others were using _____ to chop off some of the very small limbs.

After lunch, Aunt Rose took Ginny and Joe home. Their mother was busy rewiring the electric plug for the toaster. She suggested that Ginny and Joe apply their knowledge immediately by using the law mower to cut the grass!

CONSTRUCTION MANAGER KEY

TASK 1 - OCCUPATIONAL QUESTIONS

1. Explain what a construction manager does. something to the effect of overseeing all the work at a construction site

2. Where do construction managers work in an office and at the construction site

3. Training: college degree plus experience

4. Job outlook: good

5. 1988 starting salary: $22,000 - $30,000

TASK 2 - *TOOLIN' AROUND*

pipe wrench

tape measure

hacksaw

hammer

circular saw

drill

screwdriver

pliers

sander

vise

hand saw

mechanics wrenches

wheelbarrow

truck

chain saw

axe

ELECTRICIAN

Construction
Cluster

Mechanical
Interest Area

SUBJECT CORRELATION: Math, Physics, Reading

JOB DESCRIPTION: Electricians wire houses and other buildings requiring electric services.

MATERIALS NEEDED:

OOH, other career information resources

Board with a mounted fuse box, a switch, and a light socket with a bulb

Screwdriver

Needle-nose pliers

Activity sheets

INSTRUCTIONS:

A. Complete Occupational Information Research sheet, using career information resources.

B. Complete the lesson objectives as directed in the Electrician Activity Packet.

ELECTRICIAN ACTIVITY PACKET

Why does the light go on when you turn the switch. Where does the electricity come from. How does the electricity get into the house. Someone has to put it there. An electrician is a person who puts electric wires and equipment into homes and buildings. Electricians make sure that they will be safe for the people in the buildings to use.

OBJECTIVES

Upon completion of the experiences in this study unit, you will be able to:

I. Correctly answer 80% of the Job Information Questionnaire.

II. Install a light switch.

III. Identify your interest in this occupation.

IV. Identify attitudes helpful to electricians.

I. Do you think you might like being an electrician? Let's learn about the job.

Step 1. Select one of the following;

a. Play the Electrician Job Information Game.

b. Read the Electrician article in the Occupational Outlook Handbook.

Step 2. Answer the following questionnaire.

JOB INFORMATION QUESTIONNAIRE

1. Name two duties of an electrician.

2. What kind of training is required before you can become an electrician?

3. List two personal qualities of an electrician.

4. What tools do electricians use?

5. What are the two kinds of electricians?

II. As an electrician, you would have to wire houses. The activity you will do in this unit is to simulate wiring a house. You will need to be extra careful while doing this activity or you could get shocked.

You will need:

1. The board on which your teacher has mounted a fuse box, a switch, and a light socket with a bulb

2. A screwdriver

3. The Wiring Guide Sheet included in this study unit

4. Needle-nose pliers

You will also need the following information:

1. The black wire is the hot wire.

2. The white wire is neutral.

3. The bare copper wire is the ground wire. (You should always have a ground wire where metal can become energized.)

You are ready to begin.

Step 1. Make sure the cord is unplugged, the fuse box is in the "off" position, and the fuse is loose. Now there is no way that you can get shocked.

Step 2. You will notice that the cord enters the fuse box from the top. Inside the box the outer covering of this cord has been removed, exposing three wires. This cord and the wires found within represent the power source. It is the same as the wire connected from the power line to your house.

Step 3. Connect the black wire to terminal A. (See the Wiring Guide Sheet.)

Step 4. Connect the white wire and the green wire (ground wire) to terminal B. Now the fuse box has power to run to the load line. (This goes to the lights, appliances, etc.)

Step 5. You should have a piece of house wire running into the bottom of your switch box. From this wire, connect the black wire to terminal D.

Step 6. Connect the white wire and the copper wire (ground wire) to terminal C.

Step 7. Run the wire into the switch box.

Step 8. Also run a second piece of house wire from the switch box to the light box.

Step 9. Twist the two copper ground wires together with the needle-nose pliers and connect them to a screw in the bottom of the switch box.

Step 10. Twist the white wires together with the needle-nose pliers and screw the yellow twist-on connector onto the wires.

Step 11. Connect one of the black wires to terminal E and the other to terminal F. The switch now has power coming from the fuse box and the switch is sending power in the light.

Step 12. Connect the copper ground wire in the light box to a screw in the bottom of the box.

Step 13. Connect the black wire to the yellow connector on the back of the light socket.

Step 14. Connect the white wire to the silver connector.

Step 15. You have now wired a switch and a light. Before you put the cover plate on the switch box and the light socket on the light box, have your teacher check your work.

Step 16. After your teacher checks your work, put the cover plate on the switch box and the light socket on the light box.

Step 17. Tighten the fuse and close the switch box.

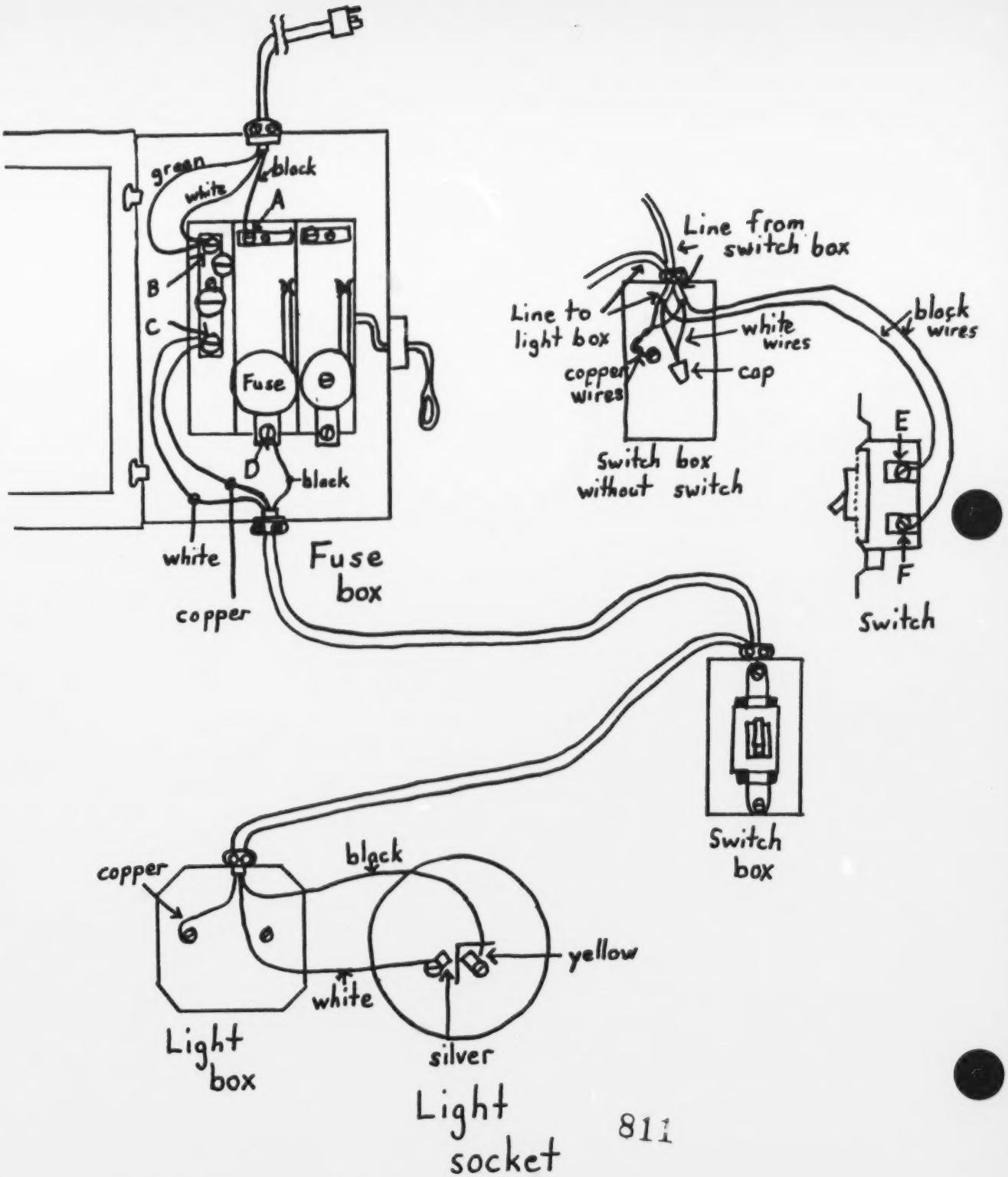
Step 18. Put a light bulb in the socket.

Step 19. Plug in the fuse box and then switch the box lever to the "on" position.

Step 20. Turn the switch on. Does the light work?

Step 21. Now, turn the switch box and the fuse box to the "off" position and unplug the fuse box.

WIRING GUIDE SHEET



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III. Does the occupation of electrician appeal to you?

Step 1. Answer "yes" or "no" to the questions below. Put your answers on your Answer Sheet.

1. Do you enjoy taking apart things and putting them back together again?	2. Would you like learning to use hand tools?
3. Are you very careful about details?	4. Are you patient?
5. Do you stick with a job until you get it done exactly right?	6. Do you enjoy working with your hands?

Each "yes" answer shows the interests you have that are similar to an electrician's.

PAINTER

Construction
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Science, Math

JOB DESCRIPTION: Painters apply paint, varnish, and other liquid finishes to preserve and decorate surfaces indoors and outside of buildings. The best way to become a painter is through an apprenticeship program or as a helper with a local contractor.

MATERIALS:
OOH, other career information resources
Painter Activity Sheets
Calculator (optional)

INSTRUCTIONS:

A. Complete occupational information research sheet using career information resources.

B. Complete Task 1 and Task 2 according to directions given on the Painter Answer Sheet.

PAINTER ANSWER SHEET

Name _____

Date _____

TASK 1

(Read the Painter - Paperhanger Job Information Sheet. Fill in the blanks in the story below, using the information you read.)

Painters cover indoor and outdoor surfaces of buildings with _____, _____, _____ and other finishes. _____ the surface may require sanding, scraping, sandblasting, or stripping the old finish with _____ _____. _____ and _____ small holes may also be necessary before paint is applied. Good painters use their knowledge of different types of paint to decide what type of paint will work best for each job. The _____ wishes are also considered when the paint is chosen. A painter will use _____ skills to figure how much paint will be needed for each job. Because a painter will also need to know how to mix paints and colors, _____ _____ is a science course that is needed. Painters must decide whether a _____, _____, or _____ will work best to apply the paint. In order to reach the surface to be painted, a _____ or _____ may have to be used.

Twenty percent of the painters in the United States are _____ _____. The other 80% of the painters work for _____ or are _____ painters. The job outlook is _____. The average earning for a maintenance painter was _____ per hour in 1986. The average earning per week was $317.50.

TASK 2

The greatest problem painters and paperhangers encounter is the pricing (bid) of a potential job. Besides doing a professional job, this is the most important thing they do. The painter or paperhanger must be very careful to figure the bid accurately enough so that the charge will be competitive but at the same time will cover the fixed charges of labor, materials, transportation, equipment repairs, taxes, etc. The problem you will be working with is similar to that of the typical painter in making a bid for the job of repainting three (3) bedrooms in Mrs. Doe's house. Read the instructions carefully, checking off each step as you go, and write your answers in the appropriate spaces.

PROBLEM: Mrs. Jane Doe wants the bedrooms in her house painted. Mrs. Doe wants the walls, windows, doors, and ceilings in bedrooms #1 and #2 painted with tan oil base paint. She also wants to include in the bid price the cost for painting only the

walls in bedroom #3 with white latex paint. The windows, doors, and trim are finished with wood stain in this room and do not require painting.

1. _____ Look at the House Floor Plan, the Problem, and the General Information. Study these three items to be sure you know how to give Mrs. Doe a bid.

2. _____ Start with bedroom #1 and figure the area of each of the four walls and the ceiling. The total square footage of the four walls _____ + the total square footage of the ceiling _____ _____ = the total square footage of bedroom # 1: _____.

3. _____ Repeat step 2 for bedroom #2. The total square footage for bedroom #2 is: _____.

4. _____ In bedroom #3, Mrs. Doe wants to paint only the walls, so you must have allowances for the paint normally used on the windows and doors in this room. Figure the total number of square feet of the walls and then subtract the allowance for the windows and doors. You will again need to refer to the General Information. The number of square feet to be painted in bedroom #3 is _____.

5. _____ See General Information and determine how many gallons of paint it will take to paint the rooms. This can be determined by taking the total square feet of each room and dividing it by the approximate coverage for the paint you are using. Remember to round the amount up to the next whole gallon. The paint store won't sell fractions. The amount of latex paint needed is _____ gallons. The amount of oil base paint needed is _____ gallons.

6. _____ Once you can determine how much of each kind of paint is needed, you can then figure the cost of the materials. The cost for the oil base paint is _____. The cost for the latex paint is _____.

7. _____ You are now ready to figure the labor charges for painting these rooms. First count the number of doors to be painted. There are _____ doors to be painted. Multiply this number by $5.00 for the total cost of painting the doors: _____ . Repeat this procedure for figuring the cost of painting the window trim. The cost for painting the window trim is _____. You will need to add up all the square feet of the walls to be paid for all three (3) rooms and multiply this figure by $0.15. The labor charge for painting the walls is _____ . You will repeat this procedure for the square feet of ceilings to be painted and multiply by $0.25 per square foot. The labor charge for painting the ceiling is _____.

8. Add:

_____	total cost of latex paint
_____	total cost of oil base paint
_____	total cost of painting windows and doors
_____	total cost of labor for painting walls
_____	total cost of labor for painting ceilings
_____	Grand TOTAL or BID PRICE

PAINTER - PAPERHANGER JOB INFORMATION SHEET

Nature of Work

Paint and wall coverings protect surfaces and make them more attractive and bright. Although some people do both painting and paperhanging, each requires different skills.

Painters apply paint, stain, varnish, and other finishes to buildings. They must choose the right finish for each job and consider the customer's wishes. Surfaces to be painted must first be prepared. This can involve scraping, sanding, sandblasting, or stripping with chemical solvents to remove old finishes. Patching small holes and cleaning may also be necessary before the paint is applied. New surfaces need to be primed or sealed before the finish coat of paint is applied. Math skills are needed to figure the amount of paint necessary for a job. Painters must also mix and match colors. Painters must decide if paint is to be applied with a brush or roller or is to be sprayed.

Paperhangers cover walls and ceilings with decorative coverings made of paper, vinyl, or fabric. They must first prepare the surface with sizing which seals the surface and makes the covering stick better. They may have to remove old coverings by soaking, scraping, or steaming. When necessary, they may have to repair small holes or imperfections in the wall.

Paperhangers must measure the wall area to be covered to figure how much paper a job will require. Paste to adhere the covering must be mixed. Paper is then cut into strips of the proper size. The strips are pasted and hung. Care is needed to align the paper properly to match the pattern. The edges must be straight and tight together to form a good seam. Bubbles are smoothed out. Edges are trimmed with a knife.

Working Conditions

Painters and paperhangers must stand for long periods of time. Getting to the surface of their work may require ladders or scaffolding. Working with their arms overhead or stooping can be very tiring. They normally work in comfortable temperatures because the materials they work with require it.

Employment

There are almost half a million painters and paperhangers in the United States; most are painters. Many painters and paperhangers work for contractors in new construction, repairing, restoring, or remodeling. Schools, hospitals, and factories often employ full-time maintenance painters. In addition, large

building complexes such as apartments, offices, and hotels employ maintenance painters. More than 20% of papers and paperhangers are self-employed. Some work part-time.

Education and Training

Painting and paperhanging are learned through apprenticeship or on-the-job training. A formal apprenticeship requires three years of on-the-job training plus 144 hours per year of classroom instruction. Apprentices must be at least 16 years old, in good physical health, and must have earned a high school education that includes a strong math background. Manual dexterity and a good sense of color are necessary.

Job Outlook and Earnings

The job outlook is about average through the year 2000. In 1986, the average pay for a painter who was not self-employed was between $225.00 and $410.00 per week. In general, paperhangers earn more than painters. Maintenance painters averaged $12.90 per hour in 1986.

PAINTER ACTIVITY SHEETS

General Information

A. All walls in a house are generally 8 feet tall.

B. The formula for figuring square feet is:

Length (measured in feet) x width (measured in feet) = square feet.

Problem: How many square feet are in a wall 10 feet long

Solution: 10' x 8' = 80 sq. ft.

C. Latex paint covers approximately 400 sq. ft. per gallon. One gallon of Latex paint costs $12.95.

D. Oil base paint covers approximately 500 sq. ft. per gallon. One gallon of oil base paint costs $24.95.

E. Painting allowance chart: Subtract these figures from the total square feet when they are not painted. The additional cost of painting each of these items is listed for figuring when they are to be painted.

1.	Single window, 12 sq. ft.	$ 7.00
2.	Double window, 20 sq. ft.	10.00
3.	Interior door, 15 sq. ft.	5.00

PAINTER ANSWER KEY

TASK 1

Painters cover indoor and outdoor surfaces of buildings with paint, stain, varnishes, and other finishes. Preparing the surface may require sanding, scraping, sandblasting, or stripping the old finish with chemical solvents. Cleaning and patching small holes may also be necessary before paint is applied. Good painters use their knowledge of different types of paint to decide what type of paint will work best for each job. The customer's wishes are also considered when the paint is chosen. A painter will use math skills to figure how much paint will be needed for each job. Because a painter will also need to know how to mix paints and colors, chemistry is a science course that is needed. Painters must decide whether a brush, roller, or sprayer will work best to apply the paint. In order to reach the surface to be painted, a ladder or scaffold may have to be used.

Twenty percent of the painters in the United States are self-employed. The other 80% of the painters work for contractors or are maintenance painters. The job outlook is average. The average earning for a maintenance painter was $12.90 per hour in 1986. The average earning per week was $317.50.

(There are 20 answers in Task 1, the above section. Some answers may have more than one word to them. Answers are separated by a comma. Four points per answer in the occupational question section would allow 80 possible points for that part. Task 2 involves a hands-on exercise using basic math skills and following directions. Two points for each answer would result in 20 points total for this part of the activity. The two sections together equal 100 possible points.)

TASK 2

Finding a Bid Price:

527	total number of square feet in bedroom #1 or bedroom #2
338	number of square feet in bedroom #3
1	number of gallons of latex paint
3	number of gallons of oil base paint
$ 12.95	total cost of latex paint
74.85	total cost of oil base paint
66.00	total cost of painting windows and doors
165.90	total cost of labor for painting walls
71.50	total cost of labor for painting ceilings
$391.20	Grand TOTAL or BID PRICE

PLUMBER

Construction
Cluster

Mechanical
Interest Area

SUBJECT CORRELATION: Math, Physics, Reading

JOB DESCRIPTION: Plumbers build and repair water, waste disposal, drainage, and gas systems in all types of buildings. They also install all plumbing fixtures and appliances such as dishwashers.

Plumbing is physically demanding work which is done both inside and outside in all kinds of weather.

MATERIALS NEEDED:

OOH, other career information resources
Plumber Activity Packet
Mock sink assembly
1 tail piece assembly 4" x 1-1/2"
2 slip nuts 1-1/2"
2 washers 1-1/2"
1 wall tube 1-1/2"
1 J bend 1-1/2"
1 waste connector 1-1/2" (should already be attached to the waste tube at the wall)
1 gallon milk jug (filled with water)
1 bucket (large enough to catch a gallon of water)

INSTRUCTIONS:

A. Complete occupational information research sheet using career information resources.

B. Complete Task 1 and Task 2 in the Plumber Activity Packet.

PLUMBER ACTIVITY PACKET

TASK 1

Play the "Plumber Card Game." Answer the following questions using the information you read.

1. Plumbers _____ , _____ and _____ all types of pipe systems.

2. Name two tools of the trade for plumbing: _____ and _____.

3. List two ways plumbers are trained: _____ or _____.

4. In 1986, what was the average pay for a plumber to earn in one week _____.

5. Name two physical demands on a plumber: _____ and _____.

TASK 2

Read all the instructions carefully before starting. Then go through the process of changing the pipe assembly step by step. Check off each step as you complete it.

INSTALLATION INSTRUCTIONS (see diagram on the next page):

1. ____ Remove old J bend by removing slip nuts A and B and pulling down firmly on the J bend.

2. ____ Remove slip nut from the waste connector and pull out the wall tube.

3. ____ Slip the new wall tube into the waste connector, connect with a slip nut and washer.

4. ____ Connect the wall tube to the J bend using a slip nut but no washer.

5. ____ Place a slip nut and washer onto the tailpiece, then connect to the J bend.

6. ____ Hand tighten the slip nuts.

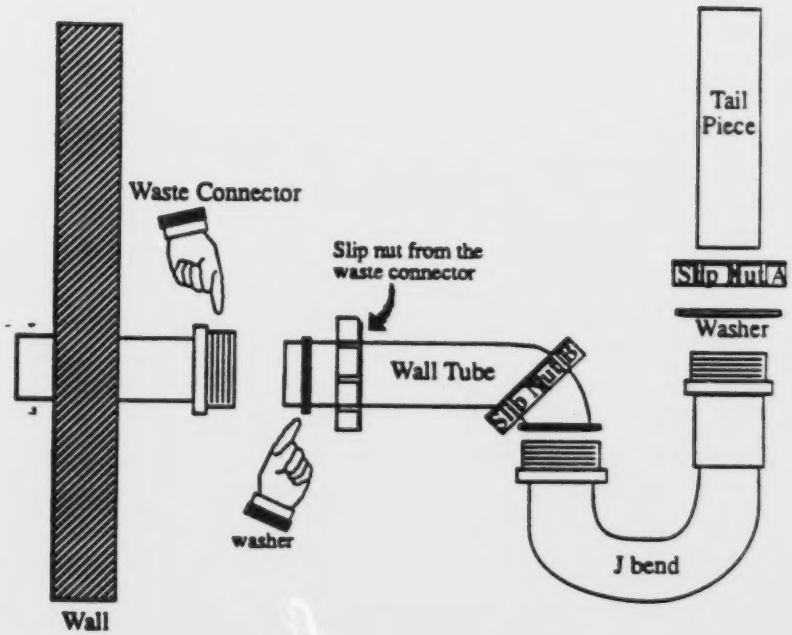
7. ____ Place the bucket under the end of the waste tube.

8. ____ Pour the water through the sink drain and check for leaks.

10.____ Show your teacher your work.

11.____ CLEAN UP ANY SPILLED WATER.

12.____ Did you enjoy doing this job? Explain your answer.



Plumber Game Cards Copy these cards twice for each set of cards. Make one copy of the "Laid Off" card and add to the deck. Use the cluster symbol pattern sheet to run on the back side of the cards. Cut and laminate the cards. Students can use the cards to play an Old Maid-type card game. This information came from the *1988-1989 Occupational Outlook Handbook.*

Plumbers install, maintain, and repair all types of pipe systems.	Plumbers work with water, drainage, and gas systems. Pipe-fitters work with high and low pressure pipe systems used in manufacturing and electricity production.	Whether a plumber is installing copper and plastic pipe in a house or a pipefitter is fitting large cast pipe for a city sewage system, the same basic skills are needed.	Plumbers must be able to follow building plans and instructions, lay out a job, and use materials and tools carefully.
Tools of plumbing are: measuring tape, saws, pipe cutters, and pipe bending tools.	Plumbers may have to stand for long periods of time or work in cramped places. They could be injured by tools and materials or by falling.	In 1986, there were about 400,000 plumbers. Most are employed by contractors. About 1 out of 7 is self-employed.	Plumbers learn their trade through on-the-job training or apprenticeship programs.

A plumbing apprenticeship requires a high school diploma, 5 years of on-the-job training, and over 200 hours of class work.	High school courses helpful to a plumber include math, shop, drafting, and physics.	A slight growth in the number of plumbing jobs is expected.	In 1986, plumbers earned between $246 and $774 a week.
Most communities require a plumber to be licensed. This usually means passing an examination.	Because of the high wages and long training program, most plumbers stay in their trade.	Apprentices begin at 40 to 50 percent of the pay of a plumber. Their pay increases as their skill does.	Plumbers install fixtures -- bathtubs, sinks, and toilets. They also install appliances such as dishwashers and water heaters.

PLUMBER ANSWER KEY

TASK 1

Play the "Plumber Card Game." Answer the following questions using the information you read.

1. Plumbers install , maintain and repair all types of pipe systems.

2. Name two tools of the trade for plumbing: measuring tape, saws, pipe cutter, or pipe bending tool .

3. List two ways plumbers are trained: on-the-job training or apprenticeship .

4. In 1986, what was the average pay for a plumber to earn in one week $510 .

5. Name two physical demands on a plumber: standing long periods of time, working in cramped places, injured by tools or material, or falling .

There are ten answers in the above section. Some answers may have more than one word to them. Answers are separated by a comma. Task 2 involves a hands-on exercise with 11 check points for following directions. Any grade for this task should be for following the directions and not the skill demonstrated.

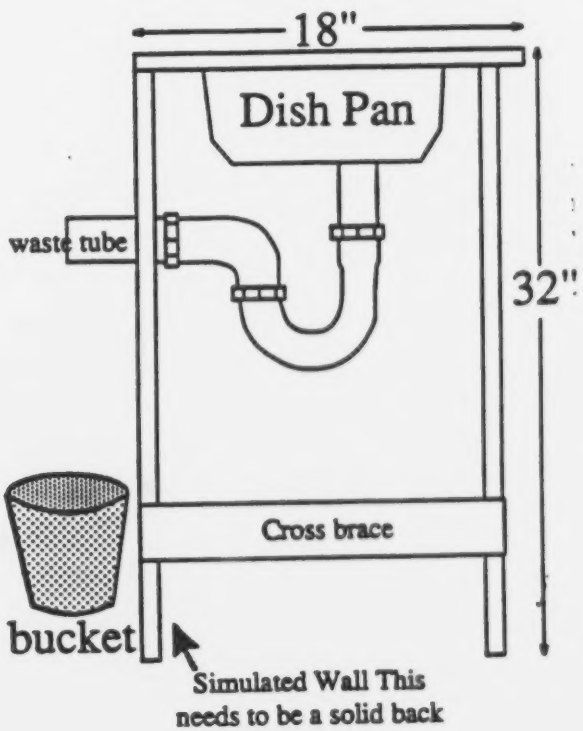
Set-Up Instructions for the Plumber Hands-On Activity
(see next page for diagram)

A mock sink assembly needs to be made for this activity. If you can, get an old school table to modify. If not, then build something that roughly resembles the illustration below. Use whatever scrap is available, such as 2 x 4 pieces for legs and plywood for top and back.

The width across the front needs to be about 24". The dish pan will need a hole in it for the tail piece assembly. Once the "sink" is mounted and the other pipes are in place, measure the waste tube and cut it with a hacksaw to fit your assembly. The waste tube needs to be mounted permanently through the frame back with the waste connector attached.

Have two sets of pipes for the sink. Be sure to have plenty of extra washers as they get lost easily. Labeling each piece is very helpful to the students. Identify each set with a different color paint or marker. This way the student can actually change the pipes. This is also helpful in dealing with a lost piece on a temporary basis. Other than the frame, all the pieces necessary for this activity with two sets of pipes should cost less than $10.

SET-UP FOR PLUMBER HANDS-ON ACTIVITY



COURSE: Exploring Career Decisions **UNIT:** Career Exploration

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.05 Simulate a variety of job tasks in the Consumer and Homemaking cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks. A. Organization 1. Clusters 2. Interest areas/Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job.	1. Research occupations from this cluster and/or the interest areas using the format provided. 2. Simulate occupations from this cluster and/or interest areas according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

CANDY MAKER

Consumer and Homemaking
Cluster

Industrial
Interest Area

SUBJECT CORRELATION: Math, Reading, Manufacturing, Marketing

JOB DESCRIPTION: The candy maker's skills can be used in industry as well as in the home. Caterers often prepare candies for special events or by requests from clients. Manual dexterity is essential for preparing the delicate fancy varieties of candies. The homemaker usually prepares candy for holidays and other special occasions.

MATERIALS NEEDED:
OOH, other career information resources
Occupational Information Research Sheet
Candy Maker Activity Packet
Recipe for candy
Measuring equipment
Mixing bowl
Wooden spoon
Baking sheet
Worksheet
Ingredients for candy
Reference books
Tray with a variety of measuring and cooking equipment

INSTRUCTIONS:

A. Complete Occupational Information Research Sheet after reading article on the job of a candy maker. (Sheet included in packet.)

B. Complete Candy Maker Activity Packet.

CANDY MAKER ACTIVITY PACKET

Instructions:

1. Complete Job Information questions.
2. Using references (food books, recipe books, etc.), identify the equipment on the tray.
3. Prepare Peanut Butter Crunch, Suckers, or Mints.
4. Clean up and return all equipment and supplies to appropriate place.
5. Complete case study.
6. Evaluation and assessment.

I. Job Information Questions

Using resource information on careers such as the Occupational Outlook Handbook, complete the following:

1. List several job titles for persons who work in the candy industry.

2. Describe three duties of a candy maker.

3. List personal qualifications one would need to have to be a candy maker.

4. What is the job outlook?

5. Where would you find work as a candy maker?

6. List benefits to a family if someone in the home can prepare candies and other similar foods.

II. Equipment Identification

Knowledge of kitchen equipment is very important to anyone working in this area. You will find a tray with various equipment. Identify each piece of equipment. Write your answers on your paper.

III. Select one of the following and produce the candy:

A. Peanut Butter Crunch

1 cup granulated sugar
1 cup corn syrup
Shortening or margarine to grease pan
1 cup peanut butter
4 cups cornflakes

1. Read recipe and directions before you begin.
2. Measure all ingredients and set aside.
3. Put cornflakes into a bowl and crush.
4. Place sugar and syrup into a 1-1/2 qt. saucepan and bring to a boil.
5. Add peanut butter and stir until smooth.
6. Add crushed cornflakes. Stir until blended. WORK FAST BEFORE IT HARDENS!
7. Smooth out into a greased pan to 1" thickness.
8. Cool and cut into 1-1/2" squares. Makes 42 squares.
9. Be sure your kitchen is clean before leaving your area.

B. Suckers

1/2 cup sugar
1/4 cup water
1/4 tsp. flavoring
2 tbsp. plus 2 tsp. corn syrup

1. Lightly grease cookie sheet.
2. Lightly grease the inside of the sucker molds by using a small piece of paper towel. Dip towel into shortening and rub the inside of 7-8 molds.
3. Place molds on the cookie sheet (or marble slab). Clip together with small tab.
4. Place the sucker sticks between the mold and the tab clip.
5. Combine all ingredients in saucepan.
6. Place saucepan on eye of stove. Turn eye on medium high.
7. Cook on medium high until thermometer reaches 300 degrees. Take off burner immediately! (If it goes past 300 degrees it will burn.)
8. Drop in one (1) drop of food coloring. Stir lightly.
9. Carefully and quickly pour syrup mixture into molds. (Take care not to burn yourself.)

10. While suckers are cooling, clean your dishes and kitchen area.
11. Let cool. Remove clips from the mold and carefully remove mold from sucker.
12. Put suckers in plastic bags.
13. Finish cleaning cooking area.
14. COOKING AREA MUST BE CLEAN!
    - Dishes washed, dried and put back in place
    - Cabinets cleaned
    - Stove cleaned
    - Dirty linens put in laundry room and clean linens put out for next group, or

NO SUCKERS!

C. MINTS

1-1/2 oz. (half of a 3-oz. pkg.) softened cream cheese
1-1/2 cups powdered sugar
4 - 5 drops of oil of peppermint (may use peppermint extract -- increase the amount)
food coloring for desired color

1. Place the room temperature ingredients in a small bowl.
2. Mix all the ingredients until they form a ball. This can be done in the food processor.
3. Lightly dust or sprinkle the inside of the mint mold with powdered sugar. Sprinkle powdered sugar on hands.
4. Pinch a small amount (size of a pecan) of mint mixture and roll into a ball using your hands.
5. Press the ball of mint mixture into the powdered mold.
6. Invert the mold and pop out the mint.
7. Place mints in storage containers with wax paper between the layers.
8. Wash, dry, and put dishes and equipment back where you found them.
9. COOKING AREA MUST BE CLEAN!
   - Dishes washed, dried, and put back in place
   - Cabinets cleaned
   - Dirty linen put in laundry room and clean linen put out for next group, or

NO MINTS!

IV. Clean-up

Return all equipment and supplies to proper place.

V. Case Study

You desire to produce this product for mass production in your factory. You will need to determine production cost and profit needs for your factory. List all the items that you should consider in production cost of one sucker. (You should have no less than 10 items.)

VI. Evaluation and Assessment

A. Evaluation of my work:

		Yes	No
1.	I am careful to measure accurately.	___	___
2.	I am alert and cautious with thermometer readings.	___	___
3.	I am safety-conscious.	___	___
4.	I practice sanitation and cleanliness.	___	___
5.	I enjoy producing products.	___	___
6.	I like to use cooking equipment.	___	___
7.	I do not mind cleaning up cooking utensils.	___	___

B. Check yourself test items:

Complete the following:

1. Draw and label the worker trait symbol for Candy Maker Helper.

2. What school subjects have helped you to complete this task:

   a. English b. Science c. Math d. Health

3. Choose three qualifications from the list that would be essential for a successful Candy Maker Helper:

   a. Able to follow directions

   b. Able to read and apply measurements

CHILD CARE WORKER

Consumer and Homemaking
Cluster

Humanitarian
Interest Area

SUBJECT CORRELATION: Art, Language Arts, Physical Education, Psychology

JOB DESCRIPTION: Child care workers should have an understanding of the developmental stages of children. They are responsible for teaching children crafts, games, and academic subject matter. Child care workers must supervise play time, do paperwork, and assist in basic child care.

MATERIALS NEEDED:
OOH, other occupational information resources
Occupational Information Research sheets
Child Care Art Projects sheet
Child Care Center Simulation sheets
Supplies for projects as selected

INSTRUCTIONS:

A. Complete occupational information sheets after reading about the job of a child care worker.

B. Complete projects from the Child Care Art Projects sheet. Then write instructions for the project which will be suitable for small children.

C. Simulate the Child Care Center using the outline for this activity.

D. Complete the Observation of Child sheet.

STUDENT ANSWER SHEET

Occupation: Child Care Worker

Cluster: Consumer and Homemaking

Instructions: Answer the questions on this paper in complete sentences, neatly, and with correct spelling.

I. Information important to the performance of this job:

A. On your instruction sheet, you will find a picture of an interest symbol. What does it stand for?

B. Define the objective (what you are expected to learn) for this activity.

II. Responses for simulated work task:

A. Which art project will you do?_____

B. Make a list of materials you need for your project:

1. 4. 7.
2. 5.
3. 6.

C. Grade the results of your project:

_____ really _____ okay _____ fair

D. Using simple terminology, write your own instructions for your project as if you were instructing small children.

III. Job Information - Assessment

A. Job Information

Attach a completed "job information" sheet about Day Care Workers to this sheet.

B. Assessment

Courses needed for child and adult care jobs (check those you would like to take):

____ Child Care	____ Health Education
____ First Aid	____ Nursing Care
____ Physiology	____ Psychology
____ Sociology	____ Medical or Dental Technology

KEY

JOB INFORMATION SHEET

Use the *Occupational Outlook Handbook,* the *Dictionary of Occupational Titles,* Employment Security booklets, and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation: Day Care Worker Cluster C & H

Duties (what the worker does): stimulate physical, emotional, social, and intellectual growth of children; plan and carry out activities for children; supervise play time; do paperwork; feed, bathe, diaper, etc.

Training needed: on-the-job

Special qualifications: enjoy children; patient; calm: physical stamina

Employment outlook: plentiful through 2000

Places of employment: day care centers, schools

Earnings $9,500

Benefits: (answers vary)

Chance for advancement: supervisor or owner

Helpful middle grades and high school courses: home economics, physical education, art, health

Ways this occupation could fit into my interests, abilities, and goals: vary

Ways this occupation does not fit my interests, abilities, and goals: vary

Child Care Art Projects

1) Sawdust modeling - Mix regular sawdust with enough paperhanger's paste to make a workable dough. Add a dash of powdered cloves to make it smell good. Each child tkes a ball of dough and models something he has seen -- a frog, a bird, a dog, a rabbit, a squirrel. Let it dry thoroughly, then sandpaper any rough edges. Gives an interesting natural color and texture.

2) Paper crafts

Puppets -- Staple rims of two paper plates together, forming a hollow pocket between. Cut away section from lower edge of one plate large enough to slide hand through so plates may be worn as a mitt. On back of uncut plate make a puppet face with paint, crayon, or scraps of paper. Add yarn or curled paper for hair and beards. Sculpture nose and ears from heavy paper. Add a real hat, scarf, colored glasses, pipe. Make animals, too. Use paper cups for long noses and ears.

Paper Bag Rabbit -- One large bag, one small bag. Stuff the small bag with crumpled newspaper and tie tightly with string or tape. Decorate the large bag for bunny's body. Insert head into bag and tie tightly, leaving a ruffle around the neck. Add ears cut from paper and painted (two thicknesses make them stand up straight). Tape ears to head or stick them into small slits and then staple. Add a nose and eyes. Cut feet from cardboard, color with crayon, and glue to bottom of bag. (Try using the same idea to make a cat, dog, squirrel, or doll.)

Fish or Animal Mobile - Cut the shape of a fish, flower, or animal from cardboard, making two exactly alike. Leave an edge of about 1/2 inch or more. (Use the inside cut-outs to make smaller ones.) Shave bits of crayon onto a sheet of waxed paper, cover with another sheet, and press with a hot iron until the crayon is melted. Then put the melted wax paper between the two cut-out shapes and glue or staple. Hang in groups as a mobile or singly as a decoration. Gives the effect of stained glass. Paint cardboard black or another color, or cover with gold or silver foil.

Child Care Center Simulation

GROUP DUTIES	GROUP MEMBERS	TIME
FREE PLAY 1. Make one poster for room decoration. 2. Make name tags for the children. 3. Greet children at the door/instruct parents. 4. Plan 1 or 2 free play activities (coloring, puzzles). 5. Guide children into a play activity as they enter the room. 6. Make a master schedule of the day care lab; be responsible for seeing that it is followed. 7. Assist the Arts/Crafts group with clean-up before the lab.		
ARTS AND CRAFTS 1. Make one poster for room decoration. 2. Plan one art activity. 3. Plan one craft activity. 4. Organize materials for the activities. 5. Direct and supervise activities. 6. Arrange room before the lab. 7. Assist the Group Activities group with clean-up after the lab.		
CONCEPTS AND LEARNING 1. Make one poster for room decoration. 2. Plan learning concepts (2) for two age/ability levels. 3. Organize materials for the activities. 4. Direct and supervise the activities. 5. Make a guest list with age levels. 6. Serve refreshments to children. 7. Assist the Free Play Group with clean-up after the lab.		

GROUP ACTIVITIES		
1. Make one poster for room decoration. 2. Select one story to <u>tell</u> children, complete with ways the children can become involved in the story. 3. Prepare several songs to sing with the children that involve them physically. 4. Prepare at least two games that use large motor skills. 5. Direct and supervise these activities. 6. Be responsible for room arrangement. 7. Assist the Free Play Group with clean-up before the lab.		

Child Care Center Simulation

GROUP DUTIES	GROUP MEMBERS	TIME
FREE PLAY: 1. Name tags for each child 2. Greetings at the door 3. Instructing parents 4. Supervise free play activities		10 mins.
ARTS AND CRAFTS: 1. Develop and get supplies organized for two arts - crafts activities 2. Develop examples for each activity 3. Teach activity to children		10 mins.
LEARNING CONCEPTS: 1. Develop and gather supplies for two learning concepts 2. Develop examples and instructions for each activity 3. Teach activity to children		10 mins.
GROUP ACTIVITY: 1. Select one story to <u>tell</u> children complete with ways the child can be involved in the story 2. Know several songs children can actively participate in 3. Carry out activities with children		10 mins.
ROOM SET-UP - ORGANIZATION: 1. Decorate room with posters - drawings 2. Set up room organization 3. Clean up room before and after lab		

<u>EVERYONE</u>

1. Bring a child/toy to the lab experience.
2. Observe a specific child and complete the observation sheet.
3. Demonstrate acceptable behavior during lab with our guests.
4. Help by assisting children move about the room and participate in making each feel comfortable in the situation.
5. Assist in clean-up.

OBSERVATION OF CHILD

SELECT ONE CHILD IN THE GROUP AND ANSWER THE FOLLOWING QUESTIONS:

NAME OF CHILD _____

1. What was the child's first reaction to entering the room?
2. Did child readily move into the group and play?
3. Did child answer questions directly asked?
4. Did child use complete sentences or words?
5. Did child look to an adult for approval when participating?
6. Did child use entire body when playing?
7. Did child move mouth when coloring?
8. Did child follow instructions of the adult?
9. Did child ask questions if he/she did not understand?
10. Did child try to interact with other children? How?
11. Did child demonstrate any creative play? What?
12. Did child participate in the group activities?
13. Describe how developed the child's muscles were:

    Large muscles

    Fine motor coordination
14. Did child sing freely? Talk to self?
15. Did you notice any habits such as thumb-sucking? What?
16. Did child seem confident about self in the group?

COMPARISON SHOPPER

Consumer and Homemaking Cluster

Business Detail Area

SUBJECT CORRELATION: Reading, Language Arts, Math, Science, Health

JOB DESCRIPTION: One responsibility of a comparison shopper is to read and understand the information found on labels of food packages. Comparison shoppers make choices for themselves and others based on the information they gather.

MATERIALS NEEDED:
OOH, other occupational information resources
Comparison Shopper Activity Sheet
Paper and pencil
Sample for containers (boxes and cans)

INSTRUCTIONS:

A. Complete occupational information research sheet using related resources.

B. Complete the Comparison Shopper Activity Sheet according to directions.

COMPARISON SHOPPER ACTIVITY SHEET

Instructions

1. Read the information available on comparison shoppers and answer the following questions on your own paper.

   a. What is the definition of a comparison shopper?
   b. Where do comparison shoppers work?
   c. How are you trained for this job?
   d. What are two duties of comparison shoppers?
   e. What qualifications are helpful in performing this job?

2. Study the nine minimum label requirements below. The law provides that the following facts must be stated on every label.

   a. The product name.
   b. The name and address of the manufacturer, packer, or distributor.
   c. The net contents of the container, by weight or liquid measure.
   d. The variety, style, and packing medium of the product, when it applies.
   e. Dietary properties, if important.
   f. Any artificial color, flavor, or, for example, salt added, sugar-free, or added vitamins.
   g. If the quality or filling standards fall below those set by the FDA, it must be stated on the label.
   h. All information must be in English.
   i. A list of ingredients, unless a standard has been set by the government.

As a comparison shopper, you will need to be able to understand the information made available to you and to make choices using that information. Using the information provided below in the chart "How Lunch Meat Slices Up," answer the following questions on your own paper.

When you are choosing next week's sandwich fillers, look to cold cuts or canned spreads for no-work fare. These, plus a little mayonnaise, lettuce, and two slices of bread make a tasty midday treat. Take a guess. Which do you buy if:

1. You're on a tight budget?
2. You're counting calories?
3. You want plenty of protein?
4. You're watching the fat content?
5. You want a new taste treat?

Check with our chart on the next page to see which answers are right.

PER SERVING	CALORIES	PRO-TEIN(G)	FAT(G)	CARBOHY-DRATE(G)	CHOLES-TEROL(MG)	COST
Sliced meat						
Bologna (2 slices)	140	5	13	1	22	$.16
Olive loaf (2 slices)	130	7	9	6	21	.20
Luncheon meat (2 slices)	200	7	18	2	26	.22
Salami (2 slices)	100	6	8	1	24	.20
Hard salami (3 slices)	110	6	10	1	22	.23
Corned beef (2 slices)	80	12.5	2.2	1	8	.20
Chicken roll (2 slices)	88	11	4.3	1.1	unknown	.34
Canadian bacon (2 slices)	90	12	4	0	27	.30
Dried chipped beef (1 oz.)	58	10	2	0	unknown	.20
Ham (2 slices)	60	8	3	0	18	.22
Canned spreads						
Deviled ham spread (1 oz.)	97	3.9	9	trace	unknown	.12
Chicken spread (1 oz.)	63	4.4	4.6	1.1	unknown	.17
Liverwurst spread (1 oz.)	92	4.2	7.8	1.1	unknown	.17
Roast beef spread (1 oz.)	55	3.8	4.3	trace	unknown	.17
Corned beef spread (1 oz.)	58	4.6	4.3	.3	unknown	.17
Vienna sausages (2)	80	4	6	trace	unknown	.12

ANSWERS:

1. Deviled ham spread
2. Roast beef spread or dried chipped beef
3. Corned beef
4. Dried chipped beef
5. Combine two meats in one sandwich

CONSUMER AFFAIRS DIRECTOR

Consumer and Homemaking Cluster

Social Business/Leading Influencing Interest Area

SUBJECT CORRELATION: Social Studies, Math, English, Science, Marketing

JOB DESCRIPTION: Consumer affairs directors are responsible for protecting consumers' rights and health. They must be understanding, listen to consumer complaints, and be able to communicate consumers' needs to the company management.

MATERIALS NEEDED: OOH, other occupational information resources
Consumer Affairs Activity Packet

INSTRUCTIONS:

A. Complete occupational information research sheet using related reference materials.
B. Complete Consumer Affairs Activity Packet according to instructions for each activity.

CONSUMER AFFAIRS DIRECTOR

Who is the consumer? You are a consumer. You use goods and services in your daily life. Who is responsible for your protection and represents your needs and interests to companies? This is the major job task of a consumer affairs director.

INSTRUCTIONS: You will complete several activities that a consumer affairs director might do in his/her work.

A. In order for the consumer affairs director to protect the consumer, he/she must be aware of the rights of the consumer.

Study the consumer rights below.

CONSUMER RIGHTS

1. The right to safety - to be protected from products dangerous to health or life.

2. The right to be informed - to be protected against false information about a product.

3. The right to choose - to be given a variety of products from which to choose.

4. The right to be heard - to speak out against goods for the protection of the consumer.

After reading the Consumer Rights, study each situation below and decide which of the consumer rights each is addressing.

a. Consumers meet with company representatives to discuss problems.

b. News bulletins announce that a certain type of cereal contains only one half of the daily nutritional requirement rather than all, as it claims.

c. Children's sleepwear (pajamas) must be flame-retardant.

d. Television commercials may compare brand names to show which product is the best.

B. As consumer affairs director for a large chain store, you will be responsible for all of the merchandise that your stores sell. One of the areas of great concern now is

children's toys. Let's see how you, along with the merchandise evaluator, the engineers, and the scientists, can make sure the toys are safe for the children who will be playing with them.

There are a number of types of tests to make sure that toys are safe, are of good quality, and perform the way they should. Get the tape player, the Test Types Tape, and the Test Types Fact Sheet. Read the Fact Sheet while listening to the tape.

Choose three (3) toys to be evaluated. Also, get the Evaluation Report Form. To evaluate means to inspect something to find out the good and bad things about it.

Write the names of the toys on the Evaluation Report Form. You may also write the name of the manufacturer (the company that made it), if given.

Next, write the names of the tests you would need to run on the toys. The names of the tests are found on the Test Types Fact Sheet.

Toys also must be classified or rated as to what age can use them. The age groups you are to use are:

1 month to 1 year
1 year to 2 years
2 years to 5 years
5 years to 10 years
10 years to adult

Each toy has an age level tag on it. You are to decide if each toy is safe for the suggested age level. If you agree, explain why. If you disagree, explain why and suggest an age level which would be suitable for this toy.

Complete the Evaluation Report Form.

C. A consumer affairs director must be an understanding person. He/she must be able to listen to complaints from the consumers and communicate these needs to the company. Let's see if you could role-play a situation like this.

1. Pick one of the situations to role-play with a partner.

2. Review the section on attitudes towards others from the Positive Attitude Sheet.

3. Think of how you would finish the situation properly. Get the tape recorder and a blank tape and record how you would finish the situation.

SITUATION I

Consumer: Mr. Arnold, I represent a group of concerned citizens. We have discovered that the Iron Man Doll contains a lead-based paint. This type of paint could cause children to become sick or die if they eat it.

Consumer Affairs Director: Has this been tested and confirmed

Consumer: Yes, by Real World Laboratories.

Consumer Affairs Director:

Consumer:

SITUATION II

Consumer Affairs Director (to company representatives): We have had complaints from a consumer group about our Iron Man Doll.

Representatives: What seems to be the problem?

Consumer Affairs Director: The paint with which it is painted contains lead which, if eaten, is harmful to children.

Representatives:

Consumer Affairs Director:

D. Being satisfied with your job is very important to most workers. Being satisfied with your job is often determined by your interests and abilities. Let's see if your interests and abilities are similar to that of the consumer affairs director.

Attached you will find the Consumer Affairs Interest and Ability Survey. Read each question carefully.

On your Answer Sheet for Part I, write "yes" beside each interest that you also have. For Part II, answer each of the questions.

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CONSUMER AFFAIRS INTEREST AND ABILITY SURVEY

Part I.

a. Can you express yourself well in speaking and writing?

b. Do you like to help people?

c. Can you see all sides of a problem?

d. Do you want to see justice done for all?

e. Do you have patience in dealing with problems?

f. Do you get along well with all kinds of people?

g. Are you good at problem-solving and decision-making?

h. Are you able to stick to what you believe?

i. Can you persuade people or change their minds without making them angry?

If you had six (6) or more "yes" answers on your Answer Sheet, the job of consumer affairs director may be for you.

Part II

1. Where are consumer affairs directors employed?

2. What is one of the best ways of training for the consumer protection field?

3. What are the three concerns of the consumer affairs director?

4. What would a consumer affairs director do in a toy store?

5. Is the consumer protection field very old?

EVALUATION REPORT FORM

Toy name	Manufacturer, if given	Tests to be run	Age level on tag	Do you agree?	Do you disagree?	Why, or why not?	If you disagree with the age level, suggest another one

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TEST TYPES FACT SHEET

FLAMMABILITY	Will the toy burn or catch on fire easily?
TOXICOLOGY	Will the toy cause a child to break out in a rash, causing itching or other skin irritations (problem)?
STRING AND ELASTIC	Can the strings or elastic be swallowed, wrapped around a child's arm or neck, or cut the child?
ELECTRICAL AND THERMAL	Is the toy wired and insulated to prevent electrical shock or burn?
SHARP EDGES	Are there points or projections (something that extends or sticks out) that can puncture or stick into a child?
PROJECTIONS	Are darts, bullets, or other items that are shot or thrown through the air, able to cut, puncture (stick into) or bruise a child?
PARTS	Can parts be pulled or broken off and be put into a child's mouth?
HOLE CLEARANCE	Are there openings or holes in which children can stick hands, fingers, or arms and become caught, cut, or bruised?
STABILITY	Will the riding toy tip over easily?
SMALL OBJECTS	Can the toy be placed in the ear, nose, or mouth to cut, puncture, lodge, or be swallowed?
DANGEROUS SUBSTANCE	Does the toy substance contain chemicals that can poison the child?
NORMAL USE	Under normal use, will the toy hold up?
ABUSE	How much misuse can the toy take without breaking?
IMPACT	What type of drop, kick, or hit can the toy stand without breaking?
BITE	Can children bite and break parts from the toys?
DURABILITY	Can moving parts last with use?

FABRIC DESIGNER

Consumer and Homemaking
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: Art, Drafting, Math

JOB DESCRIPTION: Fabric designers use their special creative talents of decorating products, designing images, etc., to express their ideas and feelings.

MATERIALS NEEDED:
OOH, other occupational information resources
Fabric Designer Activity Sheets:
- Color Wheel
- Design Patterns

Coloring pencils, crayons, etc.

INSTRUCTIONS:
A. Complete Occupational Information Research Sheet, using occupational information resources
B. Complete the Color Wheel activity
C. Complete the Fabric Design Activity according to directions

COLOR WHEEL

Directions: Color in the above chart, using crayons, colored pencils, markers, etc.

FABRIC DESIGN

Materials:

Copies of various pattern-design sheets

Colored pencil set for every second student

Instructions:

1. Have the student select one of the patterns and color the design as a fabric designer would do.

2. After all patterns have been completed, display like designs together.

3. Discuss color and how the same design is changed completely by color.

4. Have students vote on the best. Have discussion of why.

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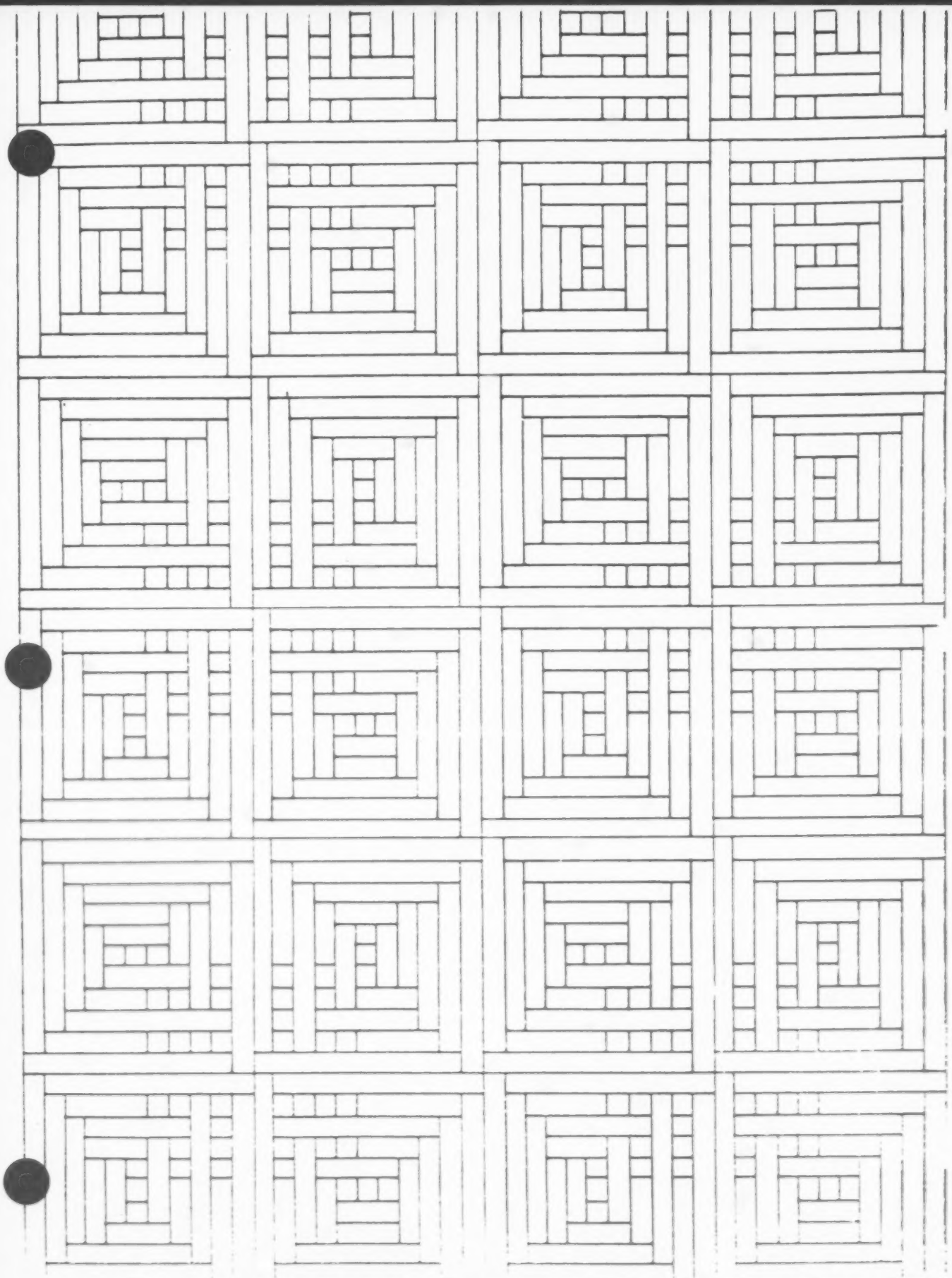

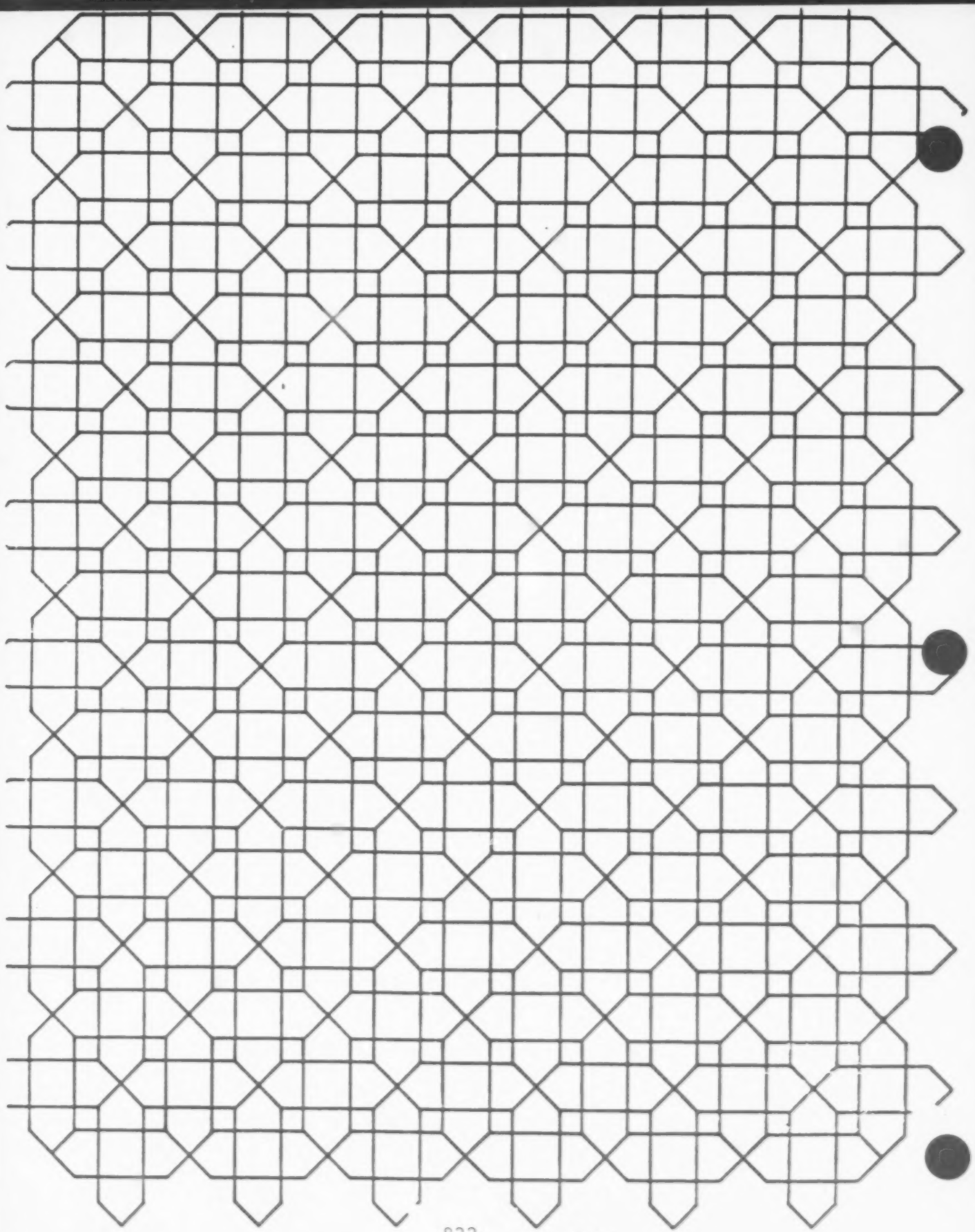

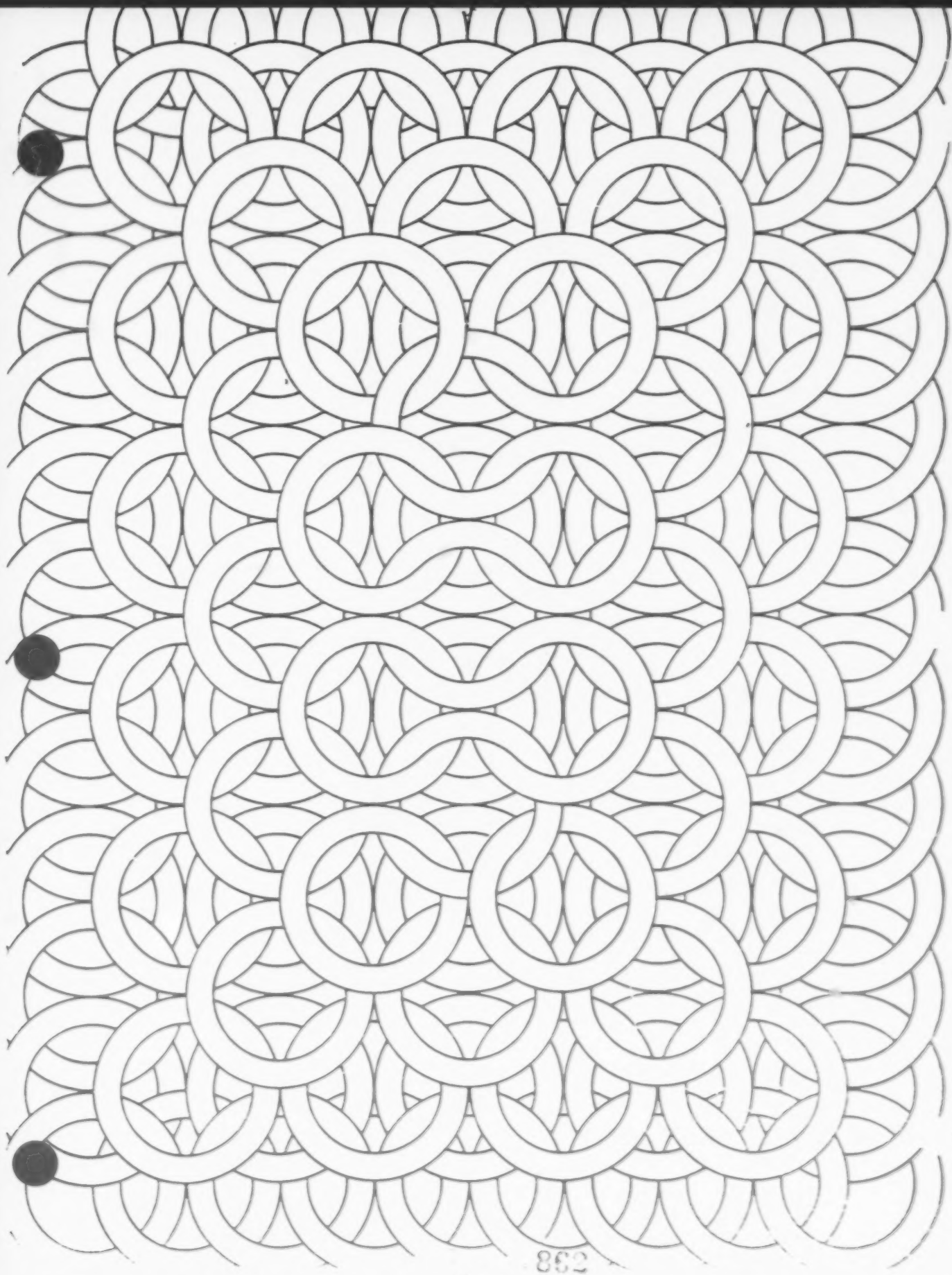

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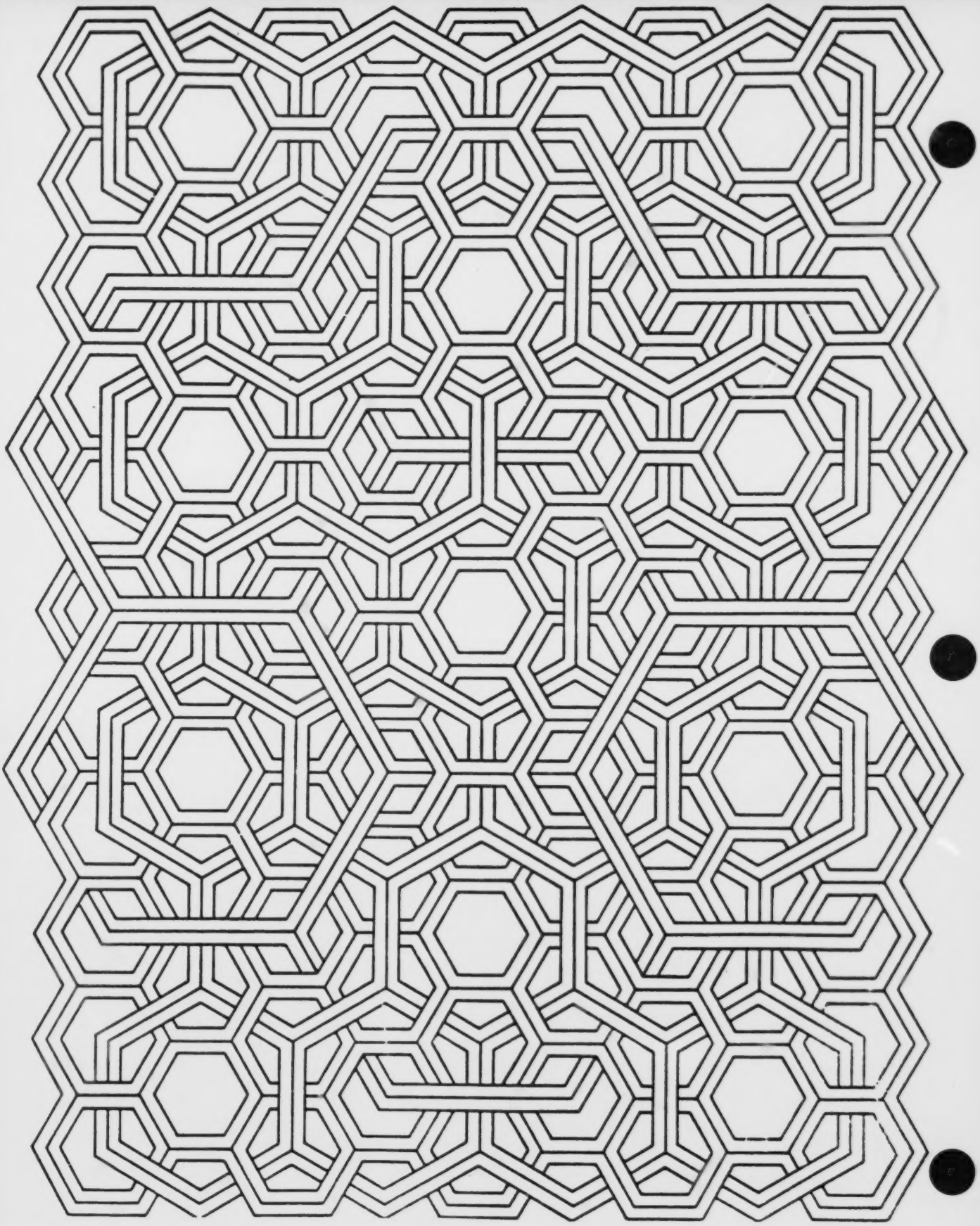

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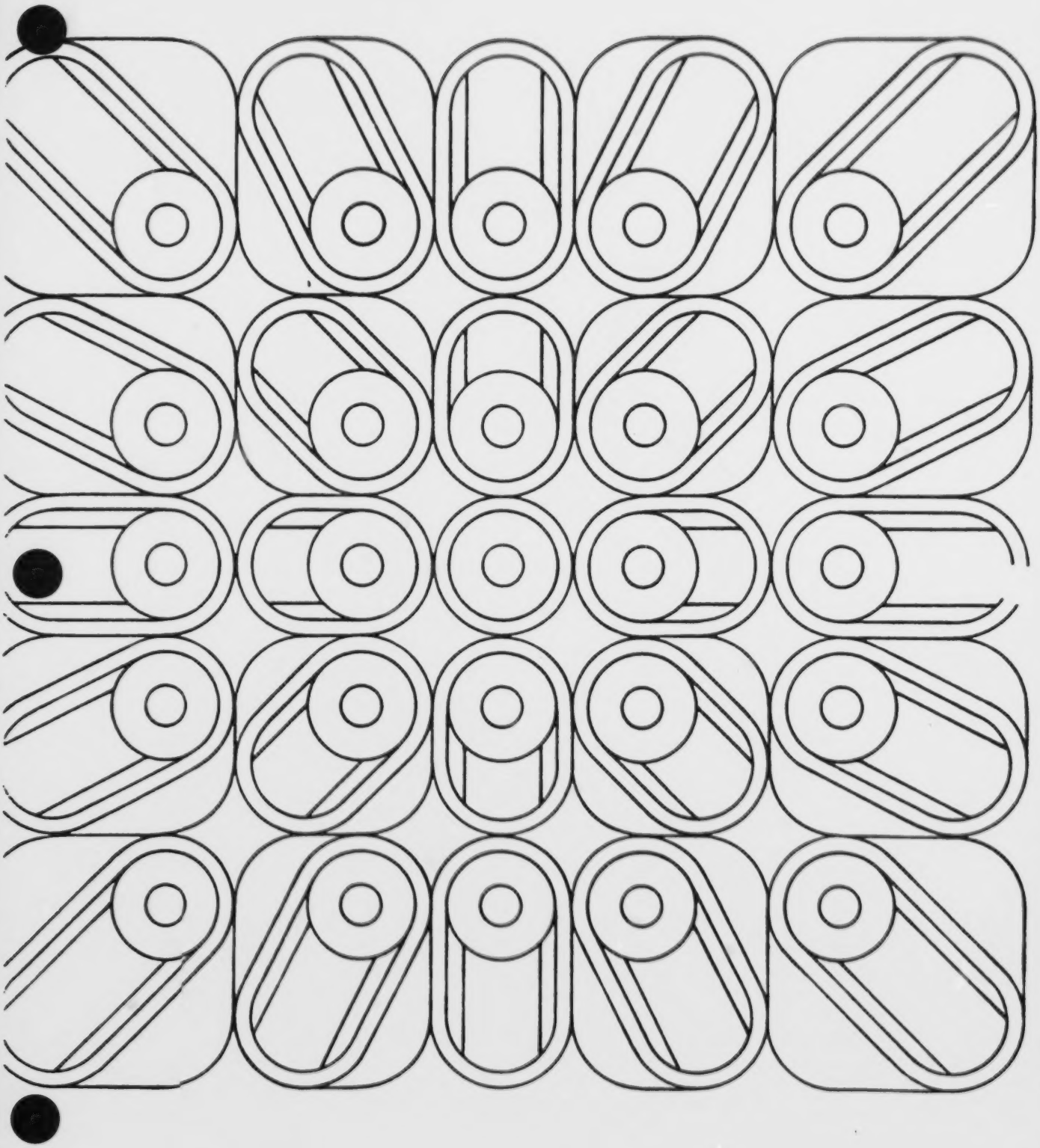
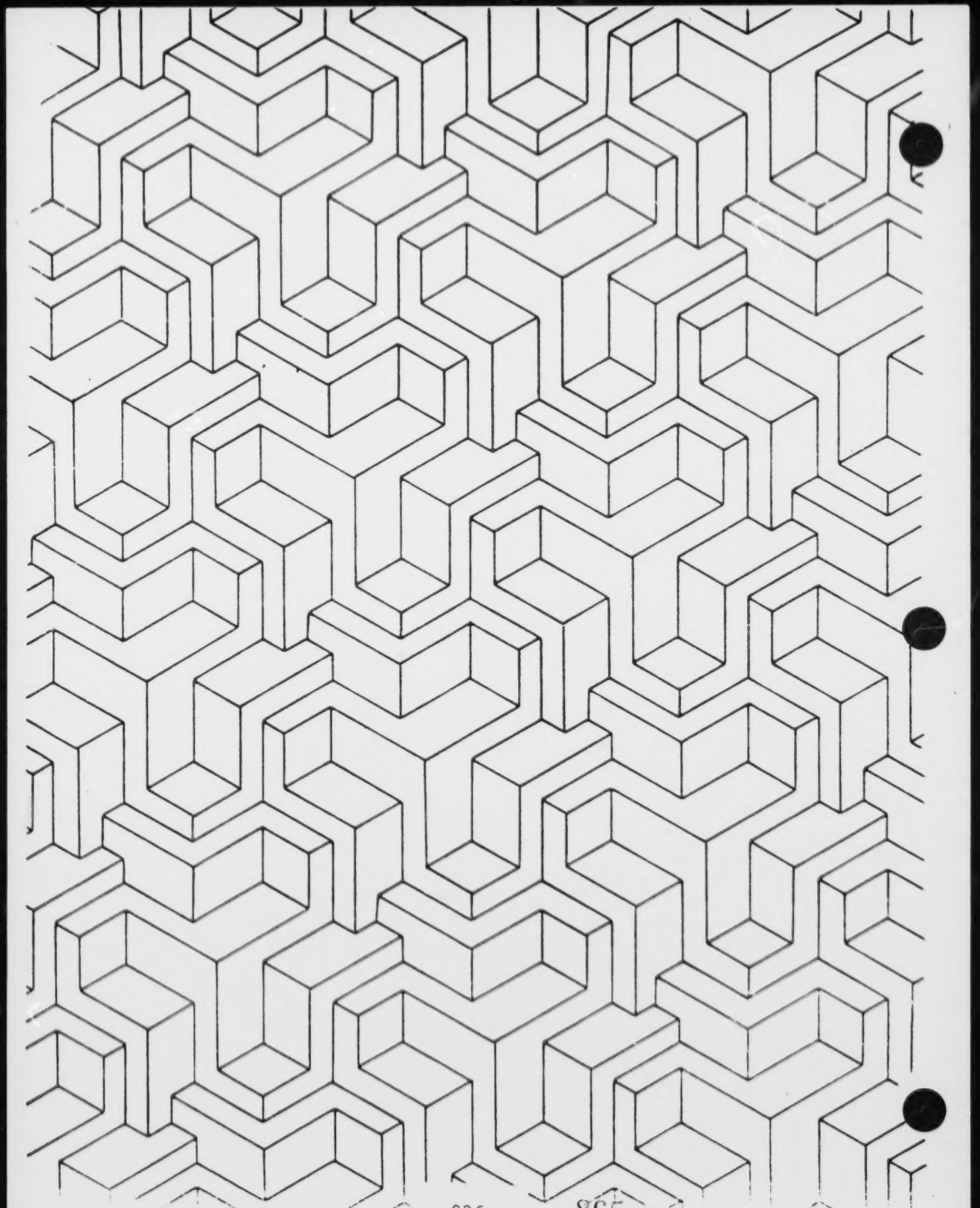
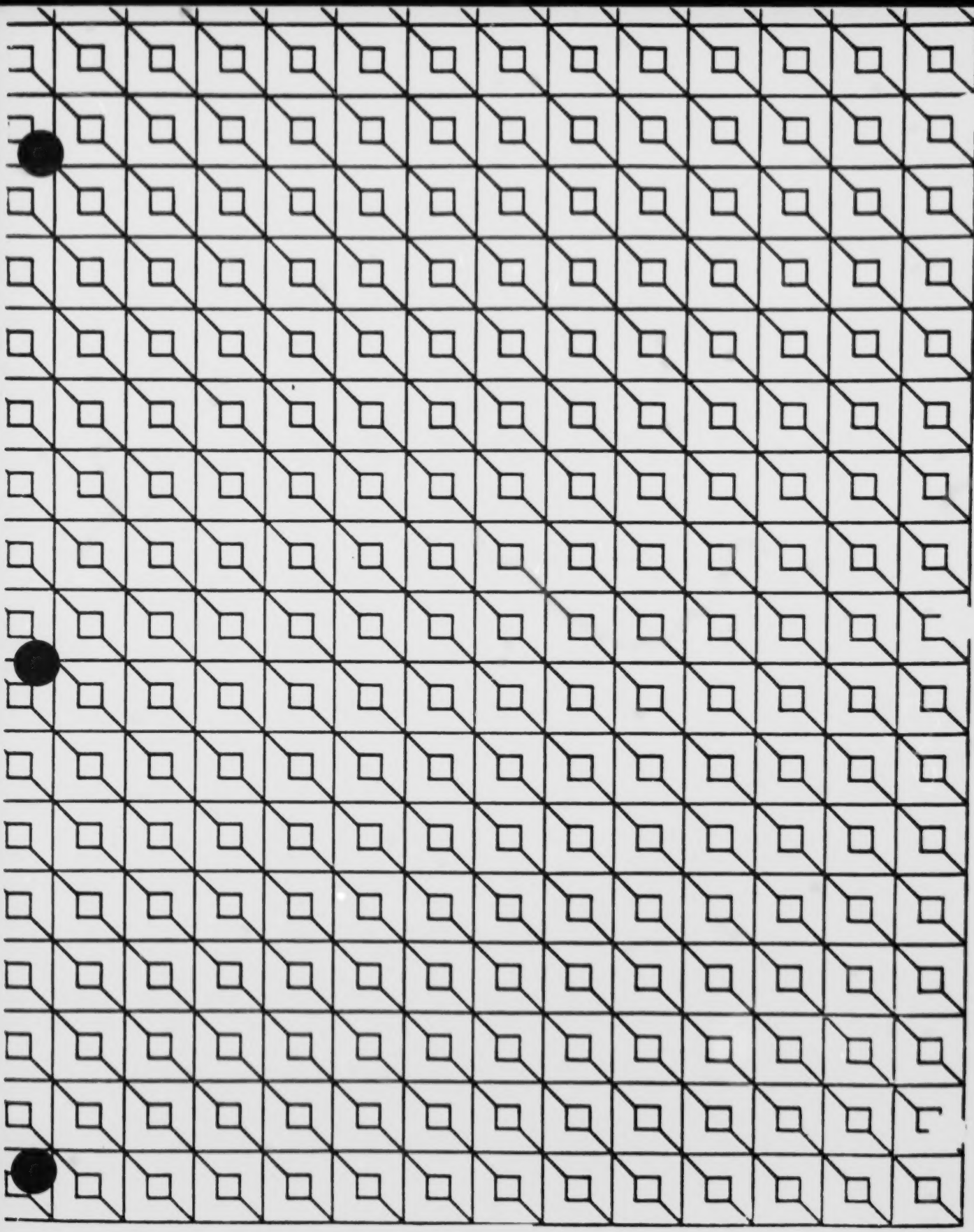
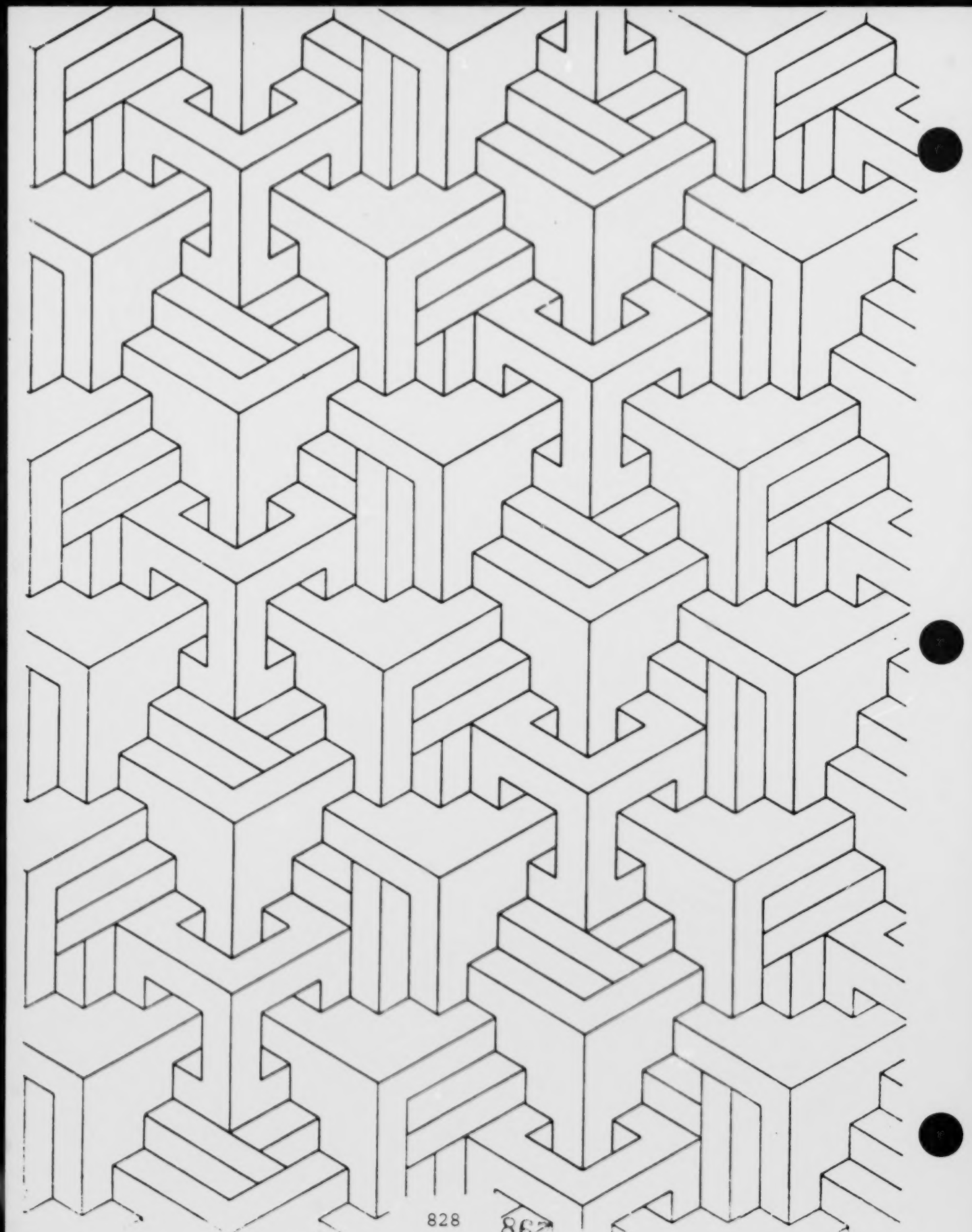








FABRIC SALESPERSON

Consumer and Homemaking Cluster

Persuasive/Selling Interest Area

SUBJECT CORRELATION: Math, reading

JOB DESCRIPTION: A fabric salesperson will be able to figure the cost of fabric for several different prices including sales tax by following the directions given below. You will show your work. You must have your answers 90% correct to receive credit.

MATERIALS NEEDED:
OOH, other occupational information resources
Occupational Information Research Sheet
Fabric Salesperson Activity Sheet
Yardstick
Piece of fabric

INSTRUCTIONS:

A. Complete Occupational Information Research Sheet using related reference materials

B. Complete Fabric Salesperson Activity Sheet according to instructions

FABRIC SALESPERSON ACTIVITY SHEET

1. How many inches are in a yard? _____ In a half yard? _____
2. What is the Durham County sales tax rate per $1.00? _____
3. Do you know how to multiply and mark off decimals correctly? _____
   If you are not sure you can do this correctly, you had better find out how before going any further.
4. Spread out the piece of fabric. Measure 2 yards. Was the piece of fabric long enough? Measuring the long way on the fabric, how many inches short was it? _____.
5. Figure the cost of 5 yards of fabric at $2.39 per yard. Include the sales tax.

   Answer $_____

6. Measure 1-2/3 yards of fabric. How many inches would this be?_____
7. Figure the total cost of 1-7/8 yards of fabric at $2.00 per yard. (Show your work.)

   Answer $_____

8. How many inches in 2-1/4 yards?_____
9. Name two jobs which use absolutely no math at any time.

   1._____ 2._____

10. Write up a sales ticket for a customer who is purchasing 3 yards of fabric at $1.39 per yard, and 4 yards at $1.29 per yard.

Quantity	Unit	Item	Unit Price	Amount
			Sub-total	
			Sales tax	
			Total	

11. Name three reasons why you should know how to figure the cost of merchandise such as fabric.

FOOD PRODUCT DEVELOPMENT TEAM

Consumer and Homemaking
Cluster

Leading/Influencing
Scientific/Artistic
Interest Area

SUBJECT CORRELATION: Home Economics, English, Journalism, Writing, Typing, Art, Business, Merchandising, Chemistry, Math, Biology, Physics, Sociology, Distributive Education, Marketing

JOB DESCRIPTION: The development of new food products is an example of the American free enterprise system at work. The free enterprise system allows Americans to make choices, to be productive, and to be competitive.

MATERIALS NEEDED:

<u>Dictionary of Occupational Titles</u>
<u>Occupational Outlook Handbook</u>
Job Simulation Activity Sheets for the Food Product Team:
- Food Journalist
- Food Product Designer
- Food Technologist
- Market Research Analyst
- Product Representative

All necessary materials for each job simulation

INSTRUCTIONS:

1. Study the information about the American economic system.

2. Form five-member student teams to develop a new popcorn product. Each student will simulate the job of a food product development worker (five job titles listed above in "Materials Needed").

3. Complete the Food Product Development Occupations activity as instructed with your team.

4. Answer the questions about food products development in the free enterprise system.

THE AMERICAN ECONOMIC SYSTEM

The American economic system is a free enterprise system. It is a system in which individuals, acting on their own, make most of the economic decisions. New products are created, produced, and advertised every day. Some of these new products are accepted by consumers and are therefore considered a success. Others, like "New Coke," are rejected by consumers and cease to be produced. Supply and demand is the relation between goods and services available and those which are needed. In the free enterprise system, when demand is greater than the supply, prices tend to go up. On the other hand, when demand is less than the supply, prices go down. An example of this is the way in which gasoline prices have gone up and down many times in the past decade.

Review the characteristics of the free enterprise system listed below:

- Freedom to choose a career, to take risks, to own property.
- Individual rewards for goods and services produced.
- Production of better products at lower prices.
- Efficient use of energy.
- Competition.
- Freedom to assume responsibility for personal actions.
- Time and money used wisely.
- Profits for businesses and individuals.
- Technological developments.
- Productivity encouraged.
- New jobs developed.
- Incentives provided for more work.
- New ideas appear.
- Growth of economy encouraged.

After you have completed the Food Product Development Team activities, check each characteristic of the free enterprise system necessary for the development of new products like your team's new popcorn product.

FOOD JOURNALIST

Consumer and Homemaking Cluster

Leading/Influencing Interest Area

SUBJECT CORRELATION: Home Economics, English, Journalism, Writing, Typing

JOB DESCRIPTION: A food journalist writes articles for magazines or columns for newspapers. He/she helps consumers by providing information on new foods, new preparation methods, and new ways of serving foods. A food journalist may work for a magazine, a newspaper, or a food company or may be a free-lance writer.

MATERIALS NEEDED: Pencil
Paper

INSTRUCTIONS: As the food journalist for your team, your job is to write about the new popcorn product developed by your team. Tell about the new product in complete sentences. Your article is to be published in Southern Food magazine. You may select the month for publication.

FOOD PRODUCT DESIGNER

Consumer and Homemaking
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: Art, Business, Home Economics, Merchandising

JOB DESCRIPTION: Product designers create objects or materials. Many designers try to improve the function or eye-catching appeal of existing products so as to increase sales of the product.

MATERIALS NEEDED:
Microcomputer and printer
Diskettes: "The Print Shop," "The Print Shop Companion," and others, or construction paper
Colored pencils, markers, etc.
Ruler, scissors, tape, glue
Sample popcorn products for display

INSTRUCTIONS:

1. As the product designer for your team, decide on the following things about your new popcorn product: name, ingredients, cost, product package, weight, color and size, and recommended way to prepare the product.

2. With the materials provided and/or with materials of your own, design and color a container for your team's product. Make only the front of the container. Be sure to consult with other team members about their ideas for the product.

   Or, use the microcomputer. Get "The Print Shop" diskettes from the teacher and insert the main "The Print Shop" diskette in the disk drive. Boot the computer. Follow the computer's directions for making a sign (the front of your product container).

835 874

FOOD TECHNOLOGIST

Consumer and Homemaking Cluster

Scientific Interest Area

SUBJECT CORRELATION: Chemistry, Biology, Physics, Math, Home Economics

JOB DESCRIPTION: Food technologists plan and conduct experiments with food products. They study food characteristics such as flavor, texture, color, odor, and nutritional value. Many food technologists work in the food industry where they are involved in the processing of foods and in the development of new food products.

MATERIALS NEEDED:
One tablespoon measuring spoon
One half-cup measuring cup
One quart measuring cup
Popcorn popper
Popcorn
Salt
Cooking Oil

INSTRUCTIONS:
1. Complete the Food Technologist activity on Testing Food Products.
2. Share your results with your team.

FOOD TECHNOLOGIST

ACIVITY: Testing Food Products

INTRODUCTION:

Foods must be tested before advertising claims can be made. A food technician is responsible for testing and evaluating various food products. You are to find the ratio of popcorn that is popped to popcorn that is unpopped.

DIRECTIONS:

1. Read all steps before beginning. Using the popcorn activity sheet, answer the following questions and complete the activities on the activity sheet.

2. Get the following equipment and food items:

a. one tablespoon
b. one 1/2-cup measuring cup
c. one 1-quart measuring cup
d. salt
e. popcorn
f. oil
g. popcorn popper

3. Measure 1 tablespoon of popcorn and count the number of grains.

4. If 8 tablespoons equal 1/2 cup, how many grains would there be in 1/2 cup of popcorn? To find the answer, use the following formula:

   a. The number of grains in 1 tablespoon x (times) the number of tablespoons in 1/2 cup = (equals) the number of grains in 1/2 cup.

   b. What is the ratio of grains in 1 tablespoon to those in 1/2 cup?

_____ _____
Number of grains in 1 tbsp. Number of grains in 1/2 cup

5. Connect popcorn popper to electrical power. Add 1/4 cup oil and 1/2 cup popcorn. Allow corn to pop until it <u>stops.</u> Flip popper over, sprinkle salt over popcorn, and eat popcorn.

6. What is the ratio of oil to popcorn? _____ : _____
   oil popcorn

7. DO <u>NOT</u> EAT ANY GRAINS PARTLY POPPED OR UNPOPPED. <u>COUNT THESE UNPOPPED GRAINS.</u> If you have a lot of unpopped grains, measure them by the tablespoon.

8. Now, let's find the number of unpopped grains:

_____	-	_____	=	_____
total grains		unpopped grains		grains popped

9. What is the ratio of popped grains to unpopped grains?

_____	:	_____
popped		unpopped

HOME ECONOMIST

Consumer and Homemaking Cluster

Social Business/Leading Influencing Interest Area

SUBJECT CORRELATION: Home Economics, Agriculture, Science, Journalism, Business, Marketing, Math, Language

JOB DESCRIPTION: Home economists provide training and technical assistance in areas that make everyday life more comfortable and livable -- consumer economics, housing, home management, home furnishings and equipment, food and nutrition, clothing and textiles, and family development and relations.

MATERIALS NEEDED: OOH, other occupational information resources
Worksheets: Making Drop Biscuits
Home Economist Comparison Sheet

INSTRUCTIONS:

A. Complete Occupational Information Research Sheet, using occupational information resources

B. Complete activity sheets "Making Drop Biscuits" and "Home Economist Comparison Sheet," according to directions

HOME ECONOMIST*

Home economists work to improve products, services, and practices that affect the comfort and well-being of the family.

Most home economists teach. Others do research or test products for business firms and trade associations. Still others do research or serve as consultants for agricultural experiment stations, colleges, universities, and private organizations. Some advise and counsel the public on home management, consumer issues, and family budgeting.

A bachelor's degree in home economics qualifies graduates for most entry positions in the field. A master's or doctor's degree is required for college teaching, certain research, and supervisory positions, work as an extension specialist, and for some jobs in nutrition.

The ability to write and speak well is important.

High school courses in home economics, speech, English, health, mathematics, chemistry, and the social sciences are helpful.

Employment of home economists is affected by growing public awareness of the contributions that can be made by home economists in child care, nutrition, housing and furnishings design, clothing and textiles, consumer education, and ecology.

*From "Exploring Careers," rev. 1990-91, based on U.S. Department of Labor and Bureau of Labor Statistics Bulletin 2001, 1990.

MAKING DROP BISCUITS

Instructions (makes 10 biscuits):

Ingredients	Equipment
2-1/4 cups baking mix	dry measuring cups
2/3 cup milk	liquid measuring cup
margarine	wooden spoon
butter	spatula
jelly	scraper
low-sugar spread	tablespoon
	mixing bowl
	cookie sheet
	turner
	cooling rack
	hot pads
	knives
	plates and/or napkins

1. Preheat oven to 450 degrees.
2. Measure baking mix and milk. Put these two ingredients into the mixing bowl.
3. Mix ingredients until dough forms; beat 30 seconds.
4. Drop dough by spoonfuls onto ungreased cookie sheet.
5. Bake on bottom rack of oven until golden brown -- 8 to 10 minutes.
6. Wash up dishes while you wait for biscuits to bake.
7. Follow the directions on the Home Economist Answer Sheet and fill in the information and answers.

NOTE: Other products/recipes may be used in addition to biscuits.

Name _____

HOME ECONOMIST COMPARISON SHEET

A. Put butter on part of your biscuit and margarine on another part. Fill in the following chart comparing butter and margarine.

	Taste	Calories per tablespoon	Cost per lb.
Butter			
Margarine			

1. Here are sample descriptive words you may use: buttery, bland, oily, less buttery.

2. Calories (look on chart in job folder).

Considering taste, calories, and cost, which would you recommend people buy, and why?_____

_____

B. Put jelly on part of your biscuit and low-sugar spread on another part. Fill in the following chart comparing jelly and low-sugar spread.

	Taste	Calories per teaspoon	Cost per oz.
Smuckers jelly			
Smuckers low-sugar spread			

1. Here are sample descriptive words you may use: fruity, rich, weak flavor, sweet.

2. Calories (look on jar labels).

Considering taste, calories, and cost, which would you recommend people buy, and why?_____

_____

C. Write down three learning skills you used to do this assignment (hint: think of your school subjects). _____

_____

Name KEY

HOME ECONOMIST COMPARISON SHEET

A. Put butter on part of your biscuit and margarine on another part. Fill in the following chart comparing butter and margarine.

	Taste	Calories per tablespoon	Cost per lb.
Butter		100	$ 1.93
Margarine		100	.55

1. Here are sample descriptive words you may use: buttery, bland, oily, less buttery.

2. Calories (look on chart in job folder).

Considering taste, calories, and cost, which would you recommend people buy, and why?_____

_____

B. Put jelly on part of your biscuit and low-sugar spread on another part. Fill in the following chart comparing jelly and low-sugar spread.

	Taste	Calories per teaspoon	Cost per oz.
Smuckers jelly		18	$ .08
Smuckers low-sugar spread		8	.10

1. Here are sample descriptive words you may use: fruity, rich, weak flavor, sweet.

2. Calories (look on jar labels).

Considering taste, calories, and cost, which would you recommend people buy, and why?_____

_____

C. Write down three learning skills you used to do this assignment (hint: think of your school subjects). Math, spelling, health, language, reading

MARKET RESEARCH ANALYST

Consumer and Homemaking Cluster

Leading/Influencing/Social Business Interest Area

SUBJECT CORRELATION: Computer Science, Math, English, Sociology, Home Economics, Economics

JOB DESCRIPTION: Market research analysts investigate the needs and wants of consumers. They plan, design, and conduct surveys and then analyze the results. Analysts look at what consumers purchase, which advertisements they respond to, what prices they pay for products, and where they purchase the products.

MATERIALS NEEDED: Popcorn Poll Activity Sheet

INSTRUCTIONS:

1. Conduct a poll of ten friends and relatives, using the Market Research Analyst Popcorn Poll.
2. Tally the results of your poll by adding all of your answers and then placing them beside the questions on the poll sheet.
3. Share your poll results with your team.

MARKET RESEARCH ANALYST

POPCORN POLL

1. How often do you eat popcorn? _____

2. Where do you buy already-popped popcorn?

_____ at the movies
_____ at sports activities
_____ at shopping malls
_____ at convenience stores
_____ at amusement parks, fairs, carnivals
_____ other (specify)

3. Why do you buy already-popped popcorn when you do?

_____ smell
_____ looks
_____ taste
_____ advertisements
_____ already prepared
_____ see others eating it
_____ other (specify)

4. Where do you buy popcorn to prepare at home?

_____ grocery store
_____ convenience store
_____ gourmet/specialty store
_____ other (specify)

5. How do you buy popcorn to prepare at home?

_____ unpopped grains in a bag
_____ unpopped grains in a jar
_____ unpopped grains in a can
_____ unpopped grains in a disposable pan
_____ in a microwave package
_____ other (specific)

6. How do you prepare popcorn at home?

_____ in a pan on the stove
_____ in a popcorn popper with oil
_____ in a hot air popcorn popper
_____ in the microwave
_____ other (specify)

7. What seasonings do you like on your popcorn?

_____ salt
_____ pepper
_____ butter
_____ other

8. When do you eat popcorn at home?

_____ after school
_____ in the evening while studying
_____ when friends visit
_____ while watching TV
_____ other (specify)

9. What is your favorite brand of popcorn for preparing at home? _____

10. Why is this your favorite brand? _____
_____

PRODUCT REPRESENTATIVE

Consumer and Homemaking Cluster

Leading/Influencing/Social Business Interest Area

SUBJECT CORRELATION: Home Economics, Distributive Education, Marketing

JOB DESCRIPTION: Product representatives help get the products of their company to the consumer by presenting the good aspects of the product to food buyers and to the general public. They may be employed on a full-time or part-time basis by the food manufacturer or the food distributor.

MATERIALS NEEDED:
Paper
Ruler
Colored pencils, markers, etc.

INSTRUCTIONS: Since product representatives often promote their product by setting up a booth at a fair, a food show, or a grocery store, you will plan an exhibit booth for your team's new popcorn product. Draw a sketch of the booth. Indicate on the sketch the ways you will present your product. Examples: give away samples of the popped popcorn; give away unpopped samples; sell samples; show recipes made with the product; give away posters showing famous people eating your product.

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.06 Simulate a variety of job tasks in the Environmental and Natural Resources cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 005.04

FORESTER

Environmental
Cluster

Plants and Animals/Nature Interest
Area

SUBJECT CORRELATION: Agriculture, Horticulture, Science, Biology, Reading

JOB DESCRIPTION: Foresters manage and develop the wildlife, timber, and recreational areas of our national and state forests.

MATERIALS NEEDED:
Biltmore or "Cruiser's" Stick
Tree Core Samples
Forester Card Game
Forester Answer Sheet

INSTRUCTIONS:

A. Measure a tree's diameter with a Biltmore stick

B. Determine the age of a tree with a core sample.

C. Play the Forester card game and answer the job information questions.

STEP ONE

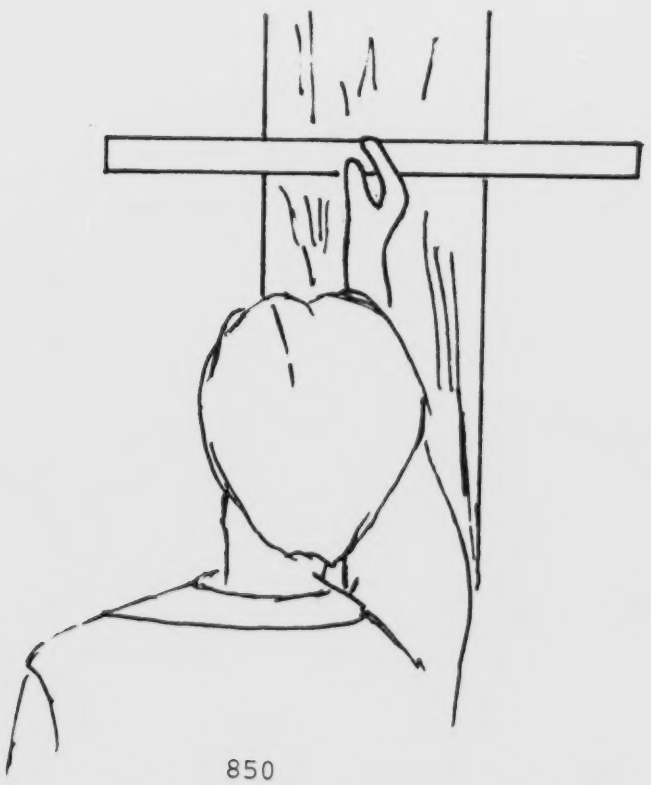
A. Forests cover almost one third of the United States. It is the forester's job to protect these areas from man-made and natural destruction. Foresters must be familiar with all types of trees and plants that cover timberland. They also oversee both the harvesting and cutting of trees when necessary.

B. One tool that a forester uses is a **Biltmore stick.** This stick allows a forester to measure the **height** and **diameter** of a tree without cutting it down. Foresters often need to be able to determine the diameter of a tree in order to chart its growth and development. Knowing the diameter also allows the forester to estimate a tree's age without cutting it down and counting the rings.

C. Today you will learn to use a Biltmore stick as part of your exploration of this career. Following these steps carefully:

1. Ask the teacher where the designated trees are that you should measure.

2. Go to the first tree. Stand in front of the tree and hold the tree scale side of the stick flat against the tree in a level position as shown below.



3. Hold the stick against the tree at chest height (about 4-1/2 feet above the ground) and at a distance of 25 inches from the eye.

4. Move the stick to the right or left until your line of sight to the left side of the tree crosses at the left of zero end of the stick.

5. To determine the diameter, sight on the right side of the tree without moving your head. The column which falls in this line of sight will show you the tree's diameter. Read the number on the top line.

6. Measure all the designated trees. Write the correct diameters on your answer sheet.

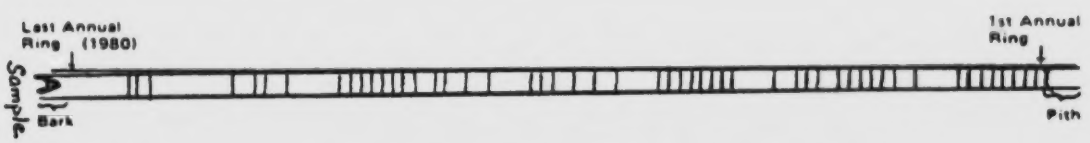
STEP TWO

A. You have probably counted the rings on a cross section cutting of a tree before. The number of rings a tree has shows the age of the tree. Another method of determining a tree's age is by taking a core sample. Foresters use an instrument called an increment borer to obtain core samples. The increment borer is twisted one half the distance of the diameter of the tree and then removed. The core sample obtained is usually about 1/8" in diameter. The forester then plugs the hole in the tree to prevent infection.

B. By counting the xylem rings in the sample, the age of the tree can be determined. Wet and dry years can also be determined by examining the rings. Thicker rings indicate wetter years and thinner rings indicate dry years.

C. Find the two core samples marked "X" and "A." Examine them carefully. Then follow the procedure below.

1. Compare sample A to this diagram:

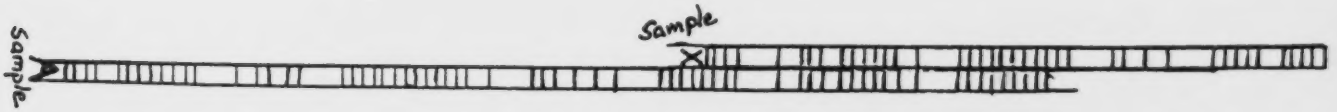


2. Core A is a copy of a core sample taken from a tree in 1980. Find the age of the tree by counting the rings. Remember, **each space between two grooves is one annual ring and represents one year of growth. Don't count the pith or the bark as these are not rings!** How old was the tree when it was cut down? Write your answer on your answer sheet.

3. Answer the remaining questions about sample A on your answer sheet.

4. Sample X was taken from a piece of wood from an old cabin. Count the rings and record the age of the tree when it was cut down to build the cabin.

5. Match your samples like the diagram below so that corresponding years of growth will be aligned.



6. Answer the remaining questions on your answer sheet about the core samples.

STEP THREE

A. The work of a forester is essential to the maintenance and well-being of our forest lands and protection of our wildlife.

B. To find out more about this career, play the Forester card game. Use the rules for a regular game of Old Maid. Beware of the "Laid Off" card!

C. When you have completed the game, answer the job information questions on your answer sheet.

Name _____

FORESTER ANSWER SHEET

STEP ONE

Use the Biltmore stick according to your directions and determine the diameter of the trees designated by your teacher. Record the diameters below.

TREE #1 _____

TREE #2 _____

TREE #3 _____

TREE #4 _____

TREE #5 _____

STEP TWO

Study the tree core samples and answer the questions below.

1. Study sample A. How old was the tree when it was cut down?__ _____

2. If the last annual ring represents the growth of the ring during 1980, what year is represented by the first annual ring? _____

3. In what year were you born?_____ How old was the tree in the year that you were born? _____

4. Study the width of the ring of the year you were born. Was it a wet year or a dry year?_____

5. Was 1950 a wet year or a dry year?_____

6. How old was the tree that core sample X was taken from? _____

7. Match your samples as shown in the diagram in your directions. In what year did the tree from which core sample X was taken start growing?_____

8. The cabin was built the same year the tree was cut down. What year was this?_____

9. Was it built during a wet year or a dry year?_____ How do you know?_____

10. The trapper who lived in this cabin died in 1950. How many years did he live in the cabin before he died?_____

STEP THREE

Play the Forester card game and answer the questions below.

1. Explain why you think a forester should be in good physical condition.

_____

_____

2. Describe some of the working conditions of a forester. What kind of hours do they work? Where do they work?

_____

_____

3. What kind of education is necessary for this career?_____

_____

4. How does a forester advance?_____

_____

5. Why should a forester be able to work independently?_____

_____

6. What are some related careers?_____

7. Where can you get more information about this job?_____

_____

8. What is the future outlook for employment of foresters?_____

_____

9. What subjects might be helpful for students interested in a career in forestry?

_____

_____

10. Would you enjoy this type of work? Explain your answer. ____

_____

_____

Name _____

FORESTER ANSWER SHEET

STEP ONE

Use the Biltmore stick according to your directions and determine the diameter of the trees designated by your teacher. Record the diameters below.

TREE #1 answers will vary

TREE #2 _____

TREE #3 _____

TREE #4 _____

TREE #5 _____

STEP TWO

Study the tree core samples and answer the questions below.

1. Study sample A. How old was the tree when it was cut down? 64 years

2. If the last annual ring represents the growth of the ring during 1980, what year is represented by the first annual ring? 1917

3. In what year were you born? answer will vary How old was the tree in the year that you were born? answer will vary

4. Study the width of the ring of the year you were born. Was it a wet year or a dry year? answer will vary

5. Was 1950 a wet year or a dry year? wet

6. How old was the tree that core sample X was taken from? 66 years old

7. Match your samples as shown in the diagram in your directions. In what year did the tree from which core sample X was taken start growing? 1873

8. The cabin was built the same year the tree was cut down. What year was this? 1939

9. Was it built during a wet year or a dry year? dry
How do you know? The ring is thin.

10. The trapper who lived in this cabin died in 1950. How many years did he live in the cabin before he died? 11 years

STEP THREE

Play the Forester card game and answer the questions below.

1. Explain why you think a forester should be in good physical condition.

   Foresters must perform strenuous work outdoors for long periods of time.

2. Describe some of the working conditions of a forester. What kind of hours do they work? Where do they work?

   Foresters work long hours, mostly outdoors. Many times, foresters may have to work independently on projects for several weeks at a time.

3. What kind of education is necessary for this career?

   Minimum B. S. degree

4. How does a forester advance? With experience, foresters can advance to a consulting position in forest management.

5. Why should a forester be able to work independently? Some forestry projects may require a forester to work out in the woods for several weeks alone.

6. What are some related careers? forester aide, forester ecologist

7. Where can you get more information about this job?

   American Society of Foresters in Washington, D. C.

8. What is the future outlook for employment of foresters?

   competition for openings

9. What subjects might be helpful for students interested in a career in forestry?

   Life Sciences, Mathematics, and Social Studies

10. Would you enjoy this type of work? Explain your answer.

    answers will vary

North Carolina State University offers an excellent program in forestry.	Contact the Society of American Foresters in Washington, D. C. for more information.	Foresters protect wildlife and manage camps and recreational facilities.	The minimum education required is a Bachelor's (4-year) degree in forestry.
With experience, a forester can advance to a supervisory or consulting position in forest management.	Disadvantages to this job are strenuous work, long hours, and working alone for several weeks.	Advantages to this career are independent work, job security, and fringe benefits.	Most foresters are employed by the state and federal forestry services.

DIRECTIONS: 1. Each set of the cards requires duplicates of the individual information cards EXCEPT for the "Laid Off" card.

2. Cards should be distributed equally among the players.

3. Each player, in turn, draws one card from the hand of the preceding player, seeking to match pairs.

4. The student left with the "Laid Off" card is the "Old Maid."

There will be competition for forestry positions in the future, so a graduate degree is recommended.	New graduates can enter this field by becoming an assistant to an experienced forester.	The salary of a forester can range from $18,000 to $45,000 a year.	Foresters spend most of the time outdoors in all kinds of weather.
Foresters usually work at least 40 hours a week; many times they must work overtime.	Foresters often have to work alone in the forest, so they need to be able to work independently.	Some related forestry careers are forester aide, forest ecologist, tree planter, and game warden.	"Laid Off!"

GEOLOGIST

Environmental
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Geography, Physics, Chemistry, Reading, Math

JOB DESCRIPTION: Geologists study the structure and development of the earth's crust to discover new sources of rock, minerals, and fossils.

MATERIALS NEEDED:
Rock and mineral samples
Penny
Streak plate or ceramic tile
Butter knife
Glass of water
Glass jar
Magnifying glass
Geologist Information Page
Geologist Answer Sheet

INSTRUCTIONS:

A. Use geological tests to identify rocks and minerals.

B. Complete job information questions after reading the Geologist Information Page.

STEP ONE

A. One of the first skills that a geologist learns is the **visual identification** of many different rocks and minerals. Many rocks can be easily identified by their color and texture alone, while others must be tested for other qualities in order to identify them.

B. As a geologist, your job is to identify several rocks using various geological tests. These tests will help you discover each rock's **unique qualities.** Read the directions for the following tests carefully. If you do not undersand how to perform a test, call your teacher.

HARDNESS TEST #1

Hardness is tested by what geologists called the **scratch method.** Some rocks and minerals are very soft and can be scratched easily with your fingernail. Others are extremely hard and can scratch other materials, such as glass.

Find the section on your answer sheet for the hardness test. Make a list of the rocks that are available for testing in the spaces provided. Scratch each rock gently with your thumbnail. Did you leave a scratch or mark on the rock? Record your answer.

HARDNESS TEST #2

Another way to test hardness is with the **penny test.** Rub the edge of a penny against each rock. Can the specimens scratch the penny, or does the penny leave a scratch? Record your data.

HARDNESS TEST #3

Test the hardness of each specimen by gently scraping the **butter knife** across the surface. Record your data.

HARDNESS TEST #4

Test the hardness of each specimen by rubbing each one against a **glass jar.** Did it leave a scratch?

STREAK TEST

Sometimes the **true color** of a mineral is hidden by rust or changes in the air, soil, or water. Rub each of your samples across the streak plate, or on the back of a ceramic tile. Some rocks will leave a streak the same color as the rock's appearance. Others may leave a different streak, or no streak at all. Wipe the streak plate clean with a damp towel before going on to the next test. Record your data on your answer sheet.

COLOR TEST

Rocks and minerals come in a variety of colors. **Water** often changes the color of a rock. For this reason, the color test is performed on both wet and dry samples.

(1) DRY TEST: Observe each rock in its dry state. Fill in the circles that correspond with the different colors listed on your answer sheet.

(2) WET TEST: Place each rock one at a time in the water and observe the color. Fill in the circles that correspond with the colors you have observed.

STEP TWO

A. Many geologists specialize in a particular area of this science. Those who study fossils are called **paleontologists. Petroleum geologists** study the earth in hopes of finding oil and gas deposits far below the surface.

B. To find out more about geologists, read the Geologist Information Page. Test your knowledge by answering the questions on your answer sheet.

GEOLOGIST INFORMATION PAGE

Geologists study the structure and development of the earth's crust to discover new sources of rock, minerals, and fossils. They study these samples in laboratories, creating maps of the earth's geological features and writing various reports that describe their findings.

Geologists work under a wide variety of working conditions. They spend a period of from one to several months performing field work outdoors at various sites around the world. This work is physically demanding and very strenuous. At other times, geologists can be found working in laboratories and offices, performing experiments under controlled conditions.

Most geologists are employed by private companies such as oil corporations. They study various rock and mineral deposits by drilling through the Earth's surface in hopes of finding new sources of oil and gas. Some geologists are employed by the federal government in the U. S. Geological Survey and the Department of the Interior.

A bachelor's degree is required to find employment as a geologist. Higher paying positions require a master's degree. Those who wish to teach in this field will need a doctorate (Ph.D.). Many colleges and universities offer degrees in geology and related fields. Students wishing to enter this field should have a strong background in chemistry, physics, English, and foreign language.

The job outlook in geology is expected to slow down in the 1990s as the petroleum industry has experienced little growth in recent years.

Geologists can earn high salaries along with other scientists and engineers. A beginning geologist with a bachelor's degree will start at around $23,000 a year. A full-time experienced geologist can earn up to $42,000 annually.

Name _____

GEOLOGIST ANSWER SHEET

STEP ONE

Perform the different tests described in your directions. Record your results below.

HARDNESS TEST

Was it scratched by:

Specimen name	Fingernail	Penny	Butter knife	Did it scratch the glass jar?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

STREAK TEST

Specimen Name	Did it leave a streak?	If yes, what color?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

COLOR TEST - DRY

Specimen name

Observe each rock in its dry state. Mark the spaces that match the colors that you see.

	white	gray	yellow	green	black	brown	beige
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

COLOR TEST - WET

Specimen name

Place each sample in the water, one at a time. Observe the wet color. Mark the spaces that correspond with that color.

	white	gray	yellow	green	black	brown	beige
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

STEP TWO

Read the Geologist Information Page and answer the questions below.

1. Many geologists specialize in one area. List the job title of one of the specialized geologists mentioned in your reading.

   _____

2. What high school subjects might help you prepare for this career?

   _____

3. Many government geologists are employed by the Department of the

   _____

4. Experiments are usually performed in _____ under controlled _____

5. If you wanted to teach geology at the college level, you most likely would need a _____ degree.

6. An experienced geologist can make up to $_____ yearly.

7. Petroleum geologists are always searching for new deposits of _____ and _____.

8. The minimum amount of education required to gain employment in this field is a _____ degree.

9. The job outlook for geologists is expected to _____ _____ _____ in the 1990s.

10. When they are not in their labs, most geologists can be found _____ conducting field work.

STEP TWO

Read the Geologist Information Page and answer the questions below.

1. Many geologists specialize in one area. List the job title of one of the specialized geologists mentioned in your reading.
   paleontologists or petroleum geologists

2. What high school subjects might help you prepare for this career?
   chemistry, physics, English, and foreign language

3. Many government geologists are employed by the Department of the
   Interior.

4. Experiments are usually performed in laboratories under controlled conditions.

5. If you wanted to teach geology at the college level, you most likely would need a doctorate, or Ph.D. degree.

6. An experienced geologist can make up to $ 42,000 yearly.

7. Petroleum geologists are always searching for new deposits of oil and gas.

8. The minimum amount of education required to gain employment in this field is a bachelor's degree.

9. The job outlook for geologists is expected to slow down in the 1990s.

10. When they are not in their labs, most geologists can be found outdoors conducting field work.

METEOROLOGIST

Environmental Cluster

Scientific Interest Area

SUBJECT CORRELATION: Science, Math, Reading, Computer Lab

JOB DESCRIPTION: Meteorologists study the Earth's atmosphere and how it affects our environment, lives, and work. Some meteorologists specialize in the study of long-range weather patterns, while others are concerned with the daily forecast. Still other meteorologists study the physical properties of the atmosphere and its layers.

MATERIALS NEEDED:
Meteorologist Answer Sheet
Pencil

INSTRUCTIONS:

A. Assemble a forecast map.

B. Read about the work of a broadcast meteorologist and answer questions.

METEOROLOGIST ACTIVITY SHEET

Instructions:

STEP ONE

A. Meteorologists use many tools to forecast the weather and study atmospheric conditions. Some of these tools include weather maps, satellites, sensitive weather instruments, and reporting stations.

B. You are probably most familiar with the meteorologist's weather map. It is made up of various **symbols** that represent weather **conditions** around the state, the country, and the world. On a weather map, a collection of **observing stations** called a **weather network**, collect and share weather information with each other. There are more than 10,000 land-based observing stations in 130 nations.

C. Study the weather map on your Meteorologist Answer Sheet. You will notice various stations marked by a letter of the alphabet. Follow these steps to complete the information about these observing stations:

1. Complete the key at the bottom with your name, the time, and the date.

2. Draw a cross in the upper left corner. Mark directions on the cross. The top is north, bottom is south, right is east, and left is west.

3. Locate and mark your station in North Carolina.

4. Identify as many states and their capitals as you can.

5. Identify as many rivers, lakes, and oceans as you can.

6. Review the names and locations of these reporting stations:

CITY	CAPITAL CITY, STATE
A	Helena, Montana
B	St. Paul, Minnesota
C	Denver, Colorado
D	Lincoln, Nebraska
E	Jefferson City, Missouri
F	Richmond, Virginia
G	Phoenix, Arizona
H	Oklahoma City, Oklahoma
I	Jackson, Mississippi
J	Atlanta, Georgia
K	Olympia, Washington
L	Columbus, Ohio
M	Boston, Massachusetts

STEP TWO

A. Since there is little room on a weather map, meteorologists use symbols to illustrate weather conditions. A collection of **universal symbols** has been devised for use by meteorologists around the world. This way, all meteorologists can understand weather data from all parts of the world.

B. One of the most basic symbols shows the sky conditions. Sky conditions are probably the easiest weather conditions to observe because you don't need complicated instruments. Note the different symbols for sky conditions below:

1. If the circle is empty, the sky is **clear.**

2. If the circle is half filed, the sky is **partly cloudy.**

3. If the circle is completely filled, the sky is **overcast.**

C. Fill in the correct symbol for each observing station on your map by studying the information below.

STATION	SKY REPORT
A	partly cloudy
B	cloudy
C	cloudy
D	cloudy
E	cloudy
F	partly cloudy
G	clear
H	cloudy
I	clear
J	clear
K	clear
L	partly cloudy
M	clear

STEP THREE

A. Another important piece of data is daily temperature. Temperature can be measured on either the Fahrenheit scale or the Celsius scale.

B. Temperature is written to the upper left of the sky symbol. Record the Fahrenheit temperature for each observing station. Use the table below to find the data.

STATION	TEMPERATURE	
	Celsius	Fahrenheit
A	-3C	27F
B	-2C	29F
C	-4C	25F
D	-1C	30F
E	14C	57F
F	22C	72F
G	21C	70F
H	5C	41F
I	26C	79F
J	27C	81F
K	7C	45F
L	19C	66F
M	15C	60F

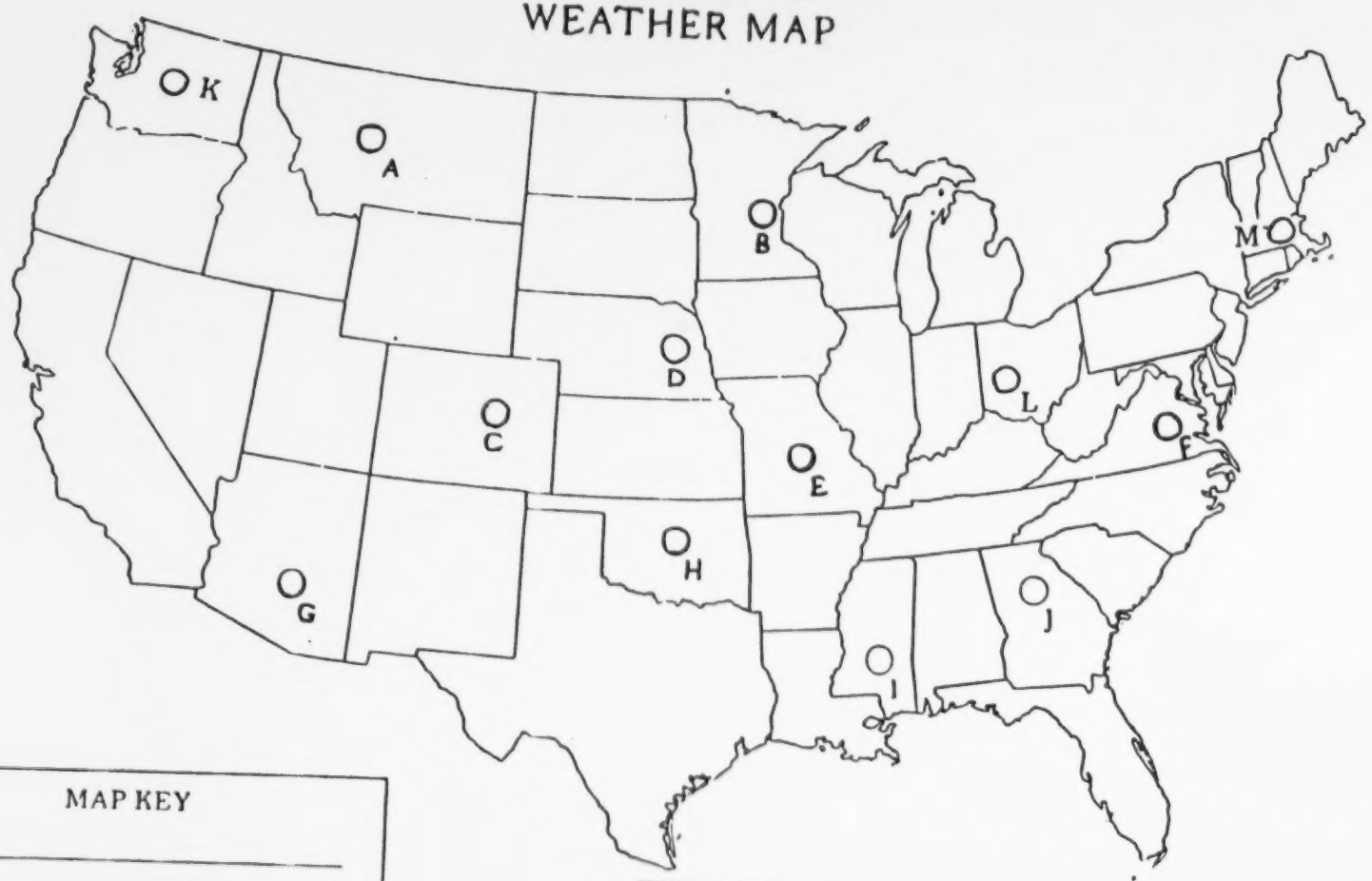
STEP FOUR

A. Probably the best way to find out about the work of a meteorologist is to talk to one firsthand. Read the article "A Day in the Life of a Meteorologist" by Mike Modrick. Modrick, a forecast meteorologist in South Dakota, used to work for station WRAL-TV 5 in Raleigh, North Carolina.

B. After you have finished reading, answer the questions on your Answer Sheet.

Weatherschool

WEATHER MAP



MAP KEY

NAME _____

TIME _____ DATE _____

TEMPERATURES ARE IN (C or F?) _

SKY SYMBOLS

PARTLY CLOUDY CLOUDY

METEOROLOGIST ANSWER SHEET

STEP FOUR

Read an article on the job of meteorologist and answer the questions below.

1. A meteorologist works hours which are quite different from the regular business hours of 8:00 a.m. to 5:00 p.m. Can you think of three benefits to a 1:00 to 10:30 p.m. workday?

   1. _____

   2. _____

   3. _____

2. There are also disadvantages to working odd hours. Consider family situations, social events, and household maintenance. List three disadvantages below.

   1. _____

   2. _____

   3. _____

3. What tools and equipment must a meteorologist be able to use to forecast the weather?

   _____

   _____

4. When would a meteorologist have to work alone?

   _____

   When would a meteorologist have to work as part of a team?

   _____

5. Decision-making is an important skill for a meteorologist. List some of the work decisions the meteorologist makes during his day.

   _____

   _____

Name _____

METEOROLOGIST ANSWER SHEET

STEP FOUR

Read an article on the job of meteorologist and answer the questions below.

1. A meteorologist works hours which are quite different from the regular business hours of 8:00 a.m. to 5:00 p.m. Can you think of three benefits to a 1:00 to 10:30 p.m. workday?

   1. (student opinion)

   2. (student opinion)

   3. (student opinion)

2. There are also disadvantages to working odd hours. Consider family situations, social events, and household maintenance. List three disadvantages below.

   1. (student opinion)

   2. (student opinion)

   3. (student opinion)

3. What tools and equipment must a meteorologist be able to use to forecast the weather?

   weather maps, satellites, sensitive weather instruments, reporting stations

4. When would a meteorologist have to work alone?

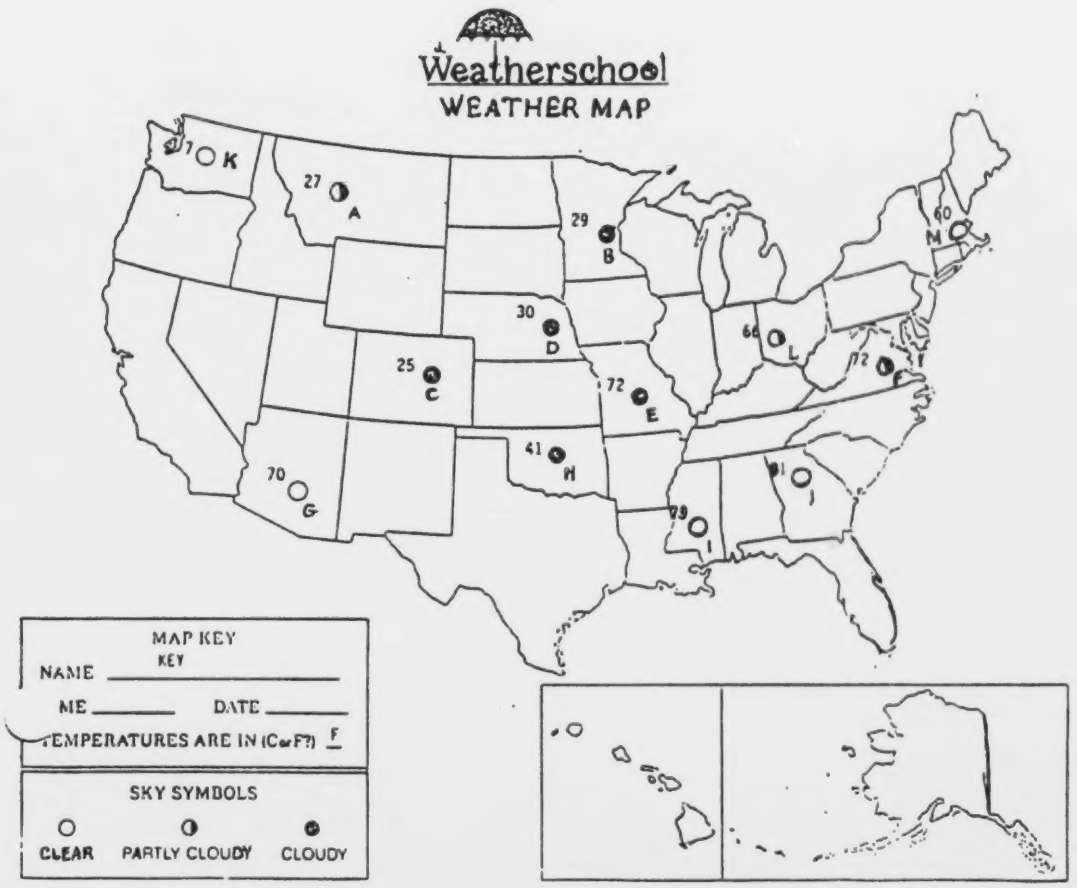
   reading the computer printouts, making up maps on the graphics computer, etc.

   When would a meteorologist have to work as part of a team?

   at one of the observing stations which form a "weather network" to collect and share weather information with each other

5. Decision-making is an important skill for a meteorologist. List some of the work decisions the meteorologist makes during his day.

Reviews the computer data and maps to determine if the information is correct; decides what the weather forecast will be, etc.



PALEONTOLOGIST

Environmental
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Math, Geometry, Reading, Archeology, Social Studies

JOB DESCRIPTION: Paleontologists study evidence of past life, including the fossilized remains of plants and animals. Paleontologists combine the principles of biology and geology to study the relationship of these ancient forms to their environment.

MATERIALS NEEDED:
Paleontologist Card Game
Paleontologist Answer Sheet
Box of volcanic sand
Cleaning brushes
Magnifying glass
Fossil guide book
Fossil replica set

INSTRUCTIONS:

A. Play the Paleontologist Card Game and answer the job information questions.

B. Study and identify fossil specimens.

C. Purchase fossil replicas from:
Carolina Biological Supply
2700 York Road
Burlington, NC

Item # GEO5285

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PALEONTOLOGIST ACTIVITY SHEET

Instructions:

STEP ONE

A. Paleontologists learn about prehistoric life by discovering and identifying fossils. These studies take paleontologists all over the world.

B. To learn more about paleontologists, play the Paleontologist Card Game. The rules are the same as Old Maid, with the "laid off" card being the Old Maid.

C. When you have finished, use the information you have learned by answering the questions on your Answer Sheet.

STEP TWO

A. Paleontologists often go on "digs" out in the field to find and study fossil specimens. As a part of your exploration of this career, you will go on a "dig."

B. Take the cover off the box of volcanic sand. Gently smooth the sand flat so that it resembles a miniature desert. Now you are ready to go fossil hunting!

C. Slowly search through the sand with your fingers until you feel something like a small rock. **Take your time!** Remove the specimen.

D. Using the cleaning brushes, remove all sand particles from the specimen. Use the large brush for broad areas and the small brush for detail cleaning between cracks and crevices. The cleaner your specimen is, the easier it will be to identify.

E. Study the fossil through the magnifying glass. Examine it thoroughly. What is the shape, color, and size? Use the measuring scale at the bottom of this page. Is the surface rough or smooth? Are there any ribs and crevices? Is it thick or flat? Remember that this fossil is millions of years old! Imagine what it might have looked like when it was alive!

F. Write your observations down on your Answer Sheet. Match your discovery with the correct picture and description in the Fossil Guide Book. When you have made a match, you can learn more about the specimen. The Guide Book can tell you the fossil's **scientific name,** the geological **time zone** it lived in, and many other details.

G. Fill in the facts you have just learned in the spaces provided on your Answer Sheet. Include the following information:

fossil name (scientific and common names)
brief comments and observations about its appearance
time zone the fossil lived in
age of the fossil
page number of the Guide Book where you found the information.

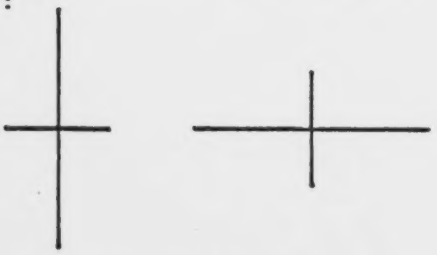
H. Now you are ready to search for another specimen. Remember to search for one specimen at a time and to repeat the steps above.

I. Rebury the fossils and clean up the "dig site" when you have finished.

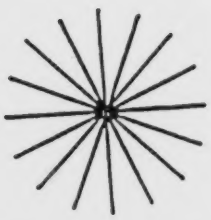
STEP THREE

A. One of the **distinctive features** of fossils is their **symmetry** and **proportion.** If you study the shapes of fossils, you will see that they usually have a **symmetrical shape.** This means that the shape of the fossil can be divided into two or more equal parts.

B. Fossils that have a symmetrical form usually fall into one of these categories:



BILATERAL SYMMETRY



RADIAL SYMMETRY

PENTAGONAL SYMMETRY

C. Paleontologists usually classify and group fossils by symmetry. As a paleontologist, you will group a set of fossils the same way. Locate the fossil replica set and remove each fossil one by one. As you handle each fossil replica (model), study the shape and symmetry. Can you determine which pattern of symmetrical form each replica fits?

D. Once you have determined the pattern, write the correct scientific name of the fossil on the symmetry chart found on your Answer Sheet. Check your spelling by referring to the chart on the following page.

STEP FOUR

Clean up your work area completely before leaving the lab.

FOSSIL SYMMETRY CHART

Acanthoscaphites MOLLUSCA, Cephalopoda (Cretaceous)	Carcharodon CHORDATA, Pisces (shark tooth; Tertiary-Miocene)	Crinoid ECHINODERMATA Crinoidea (sea "lily" stem, Mississippian)	Eospirifer radiatus BRACHIOPODA (Silurian)
Equus CHORDATA, Mammalia (horse tooth; Quaternary)	Flexicalymene meekl ARTHROPODA, Trilobita (Silurian)	Meekoceras gracillitatis MOLLUSCA Cephalopoda (Triassic)	Merychippus CHORDATA, Mammalia (horse tooth; Tertiary-Miocene)
Michellnoceras sociale MOLLUSCA, Cephalopoda (Ordovician)	Mucrospirifer thedfordensis BRACHIOPODA (Devonian)	Munsteroceras parallelum MOLLUSCA, Cephalopoda (Mississippian)	Neospirifer triplicatus BRACHIOPODA (Pennsylvanian)

"FOSSIL SYMMETRY CHART"

Acanthoscaphites MOLLUSCA, Cephalopoda (Cretaceous)	Carcharodon CHORDATA, Pisces (shark tooth; Tertiary-Miocene)	Crinoid ECHINODERMATA Crinoidea (sea "lily" stem, Mississippian)	Eospirifer radiatus BRACHIOPODA (Silurian)
Equus CHORDATA, Mammalia (horse tooth; Quaternary)	Flexicalymene meekl ARTHROPODA, Trilobita (Silurian)	Meekoceras gracillitatis MOLLUSCA Cephalopoda (Triassic)	Merychippus CHORDATA, Mammalia (horse tooth; Tertiary-Miocene)
Michellnoceras sociale MOLLUSCA, Cephalopoda (Ordovician)	Mucrospirifer thedfordensis BRACHIOPODA (Devonian)	Munsteroceras parallelum MOLLUSCA, Cephalopoda (Mississippian)	Neospirifer triplicatus BRACHIOPODA (Pennsylvanian)

Oleneothyris hartani BRACHIOPODA (Cretaceous)	Pectan Jeffersonius MOLLUSCA, Pelecypoda (scallop; Tertiary-Quaternary)	Pentremites ECHINODERMATA Blastoidea (Mississippian)	Phacops rans ARTHROPODA, Trilobita (Devonian)
Spirifer pallenals BRACHIOPODA (Mississippian)	Tetragramma agassizi ECHINODERMATA Echinoides (sea urchin; Cretaceous)	Turritella alticostata MOLLUSCA, Gastropoda (Tertiary)	Venericardla robustus MOLLUSCA, Pelecypoda (clam; Tertiary-Quaternary)

Most paleontologists are employed by colleges and universities.	Fossils tell the story of the evolution of plant and animal life and the age of rock formations.	Some paleontologists work in laboratories while others work in the field.	Fossils lived in many different geological time zones.
Employment for paleontologists is expected to grow as fast as for all other occupations in the 1990s.	Two distinct features of fossils are their symmetry and proportion.	Fossils can show us what ancient creatures looked like and what they ate.	Common fossils are trilobites, dinosaur bones, and some clam and oyster shells.

DIRECTIONS: 1. Each set of the cards requires duplicates of the individual information cards EXCEPT for the "Laid Off" card.

2. Cards should be distributed equally among the players.

3. Each player, in turn, draws one card from the hand of the preceding player, seeking to match pairs.

4. The student left with the "Laid Off" card is the "Old Maid."

Paleontologists should be able to communicate effectively with others.	Paleontologists travel all over in remote sites by jeep and helicopter.	Paleontologists should be naturally curious and analytical.	Paleontologists should be in good physical condition to perform their field work.
The average salary paid by the government was $38,000 a year for experienced paleontologists.	Students should have a strong interest in math and science.	A paleontologist is a geologist who specializes in the study of fossils and ancient life.	Starting salaries for paleontologists average $24,000 a year.

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Name _____

PALEONTOLOGIST ANSWER SHEET

STEP ONE

Play the Paleontologist Card Game. When you have finished, answer the questions below.

1. Why should paleontologists be in good physical shape? _____

_____

2. Where do paleontologists work? Who employs them? _____

_____

3. Why is it important to study fossils? _____

_____

4. How do paleontologists reach remote dig sites? _____

_____

5. High school students interested in this career should develop a strong background in

_____ and _____.

6. Some common fossils found near the beach are _____

and _____.

7. The average salary for paleontologists employed by the government was

$_____ in _____.

8. Why should paleontologists be curious? _____

_____

9. What can fossils tell us about ancient life? _____

_____

10. Would you be interested in a career in paleontology? Explain your answer.

_____

STEP TWO

Go on the "fossil hunt" as described in your directions. Dig up one specimen at a time. Follow each step carefully when you are identifying your specimen. Try to identify at least four specimens. Fill in the information you have learned about each specimen. (Answers will vary depending on the fossils you choose.)

SPECIMEN IDENTIFICATION #1

Common Name _____

Scientific Name _____

Time Zone:

Era _____

Period _____

Age _____ million years old.

Comments: _____

_____

Guide Book Page _____

SPECIMEN IDENTIFICATION #2

Common Name _____

Scientific Name _____

Time Zone:

Era _____

Period _____

Age _____ million years old.

Comments: _____

_____

Guide Book Page _____

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SPECIMEN IDENTIFICATION #3

Common Name _____

Scientific Name _____

Time Zone:

Era _____

Period _____

Age _____ million years old.

Comments: _____

_____

Guide Book Page _____

930

SPECIMEN IDENTIFICATION #4

Common Name _____

Scientific Name _____

Time Zone:

Era _____

Period _____

Age _____ million years old.

Comments: _____

_____

Guide Book Page _____

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STEP THREE

Study each fossil replica carefully. Test each fossil model against the symmetry diagram in your directions. Write the name of each fossil in the appropriate column. If a specimen does not fit into any category, it is **asymmetrical**, or without symmetry.

(Answers will vary depending on the fossils you choose.)

Symmetry of Fossils

Bilateral	Radial	Pentagonal	Asymmetrical

Name _____

PALEONTOLOGIST ANSWER SHEET

STEP ONE

Play the Paleontologist Card Game. When you have finished, answer the questions below.

1. Why should paleontologists be in good physical shape? _____

   Paleontologists must be in good shape in order to go out on "digs."

2. Where do paleontologists work? Who employs them? _____
   Paleontologists work for colleges and universities and for the government.

3. Why is it important to study fossils? Fossils can tell us many things about ancient creatures such as what they looked like and what they ate.

4. How do paleontologists reach remote dig sites? _____
   Paleontologists reach remote dig sites by helicopter and jeep.

5. High school students interested in this career should develop a strong background in math and science.

6. Some common fossils found near the beach are trilobytes and clam and oyster shells .

7. The average salary for paleontologists employed by the government was $38,000 in 1984.

8. Why should paleontologists be curious? Curiosity might motivate a paleontologist to really "dig" and study fossil specimens.

9. What can fossils tell us about ancient life? Fossils tell the story of evolution of plant and animal life and the age of rock formations.

10. Would you be interested in a career in paleontology? Explain your answer. (answers may vary)

PETROLEUM ENGINEER

Environmental
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Science, Biology, Botany, Chemistry, Reading, Math

JOB DESCRIPTION: Petroleum engineers help oil and gas companies locate likely spots where oil or gas is buried and then design drilling techniques to get as much of the oil or gas as possible from the earth.

MATERIALS NEEDED:
5 cups of layered Play-Doh
5 clear drinking straws
Oil
Petroleum Engineer Information Page
Petroleum Engineer Answer Sheet

INSTRUCTIONS:

A. Use core samples to identify the best drilling site.

B. Complete the Petroleum Engineer Crossword Puzzle after reading the Petroleum Engineer Information Page.

STEP ONE

A. The Earth's layers are made up of many different types of rock. All of the rocks that form the Earth's crust and surface can be classified as either **igneous, sedimentary,** or **metamorphic**. Much of the work that a petroleum engineer does deals with the **sedimentary** layer.

B. There are three basic groups of sedimentary rock and these types are classified according to the way they are formed. They are:

FRAGMENTAL SEDIMENTARY ROCK, formed as fragments of rocks under pressure cemented together by chemicals in water. Examples of this type of rock are sandstone, conglomerate, and shale.

ORGANIC SEDIMENTARY ROCK, formed by the fossils and remains of plants and animals. Limestone and chalk are examples of this type of rock.

EVAPORITES. Some limestones, gypsum, and halite are formed as crystals, as water evaporates among rock layers.

C. As you know, rocks have varying degrees of **hardness**. Study the chart that illustrates the hardness of rock found in the area that you will be drilling in.

Play-Doh Color	Rock	Hardness Rating
yellow	sandstone	one (softest)
green	oil-bearing shale	two
blue	limestone	three
red	iron ore	four
white	granite	five (hardest)

D. Oil has been discovered in the area where the cores are about to be taken. An oil company has requested that you study the samples and identify which of the five areas would be the easiest site to drill. Follow these steps to drill for the samples:

1. Dip one end of a straw in the oil to lubricate it.
2. Force the straw (your drill) down through Sample #1 until it hits the bottom of the cup. Slowly pull the drill out.
3. You now have a core sample.
4. Clean up the samples before going on to the next step.

E. Use the chart above to identify the best drilling site. This will be **where the rocks covering the oil are softer, and the oil is closer to the surface.**

F. Complete the chart on your Answer Sheet by listing the different layers of rock for each sample. Which area will you recommend?

STEP TWO

A. Petroleum engineering is an exciting field. Engineers are always looking for new and better ways of **extracting** oil from the earth. They work very closely with geologists and soil scientists in their work.

B. To find out more about the work of petroleum engineers, read the Petroleum Engineer Information Page. Try your hand at the crosswood puzzle found on your Answer Sheet.

C. Make sure you have cleaned up your work area completely before leaving the lab.

PETROLEUM ENGINEER INFORMATION PAGE

Petroleum engineers help companies locate likely spots where oil or gas is buried and then design techniques to get as much of the oil or gas as possible from the Earth. They decide which drilling methods will extract the most oil or gas from a site and then supervise the drilling operations.

Most of the work of a petroleum engineer begins after an exploration team of geologists, engineers, soil scientists, and other technicians scout a site for oil. This team makes geological maps and takes soil samples to bring back to the petroleum engineer to study. Petroleum engineers must consider such factors as the type of rock the oil or gas is buried in and how to get the job done at the least possible cost. They are also concerned with how to extract the oil or gas without harming the environment and upsetting the ecological balance of the area. Petroleum engineers are also concerned with developing new and better ways of drilling for oil and gas by inventing new tools and techniques.

Students interested in this field should have an aptitude for math and science. They also must excel in mechanical drawing, as petroleum engineers must make many sketches and drawings when working on a particular problem. The minimum education required to find employment in this field is a four-year college degree (bachelor's) in engineering. Many petroleum engineers hold advanced degrees - a master's or a doctorate.

Petroleum engineers are well paid, as are most engineers. The average salary is $35,000 a year.

Job opportunities in petroleum engineering will depend on the oil industry. If the price of oil goes up, oil companies usually begin exploring and drilling new sites. If this happens, they will need more petroleum engineers.

For more information, contact:

Society of Petroleum Engineers
P. O. Box 833836
Richardson, Texas 75083

Name _____

PETROLEUM ENGINEER ANSWER SHEET

STEP ONE

Test your knowledge of rocks. Fill in the blanks below.

1. _____ is the hardest rock listed on the chart, while _____ is probably the easiest to drill through.

2. The three types of sedimentary rock are:

   1. _____
   2. _____
   3. _____

3. Limestone is an example of both _____ and _____ sedimentary rock.

4. _____ is formed by chemical crystals.

5. _____ are formed by the remains of plants and animals.

Fill in the chart below by listing the different layers of rock and their hardness which were drilled in each sample.

SAMPLE #1

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #2

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #3

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #4

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #5

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

Name _____

PETROLEUM ENGINEER ANSWER SHEET

STEP ONE

Test your knowledge of rocks. Fill in the blanks below.

1. Granite is the hardest rock listed on the chart, while sandstone is probably the easiest to drill through.

2. The three types of sedimentary rock are:

   1. fragmental sedimentary rock
   2. organic sedimentary rock
   3. evaporites

3. Limestone is an example of both organic and evaporites sedimentary rock.

4. Fragmental sedimentary rock is formed by chemical crystals.

5. Organic sedimentary rocks are formed by the remains of plants and animals.

Fill in the chart below by listing the different layers of rock and their hardness which were drilled in each sample.

(Answers will depend on the way in which you stack your layers of Play-Doh.)

SAMPLE #1

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #2

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #3

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #4

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

SAMPLE #5

Layer	Rock name	Hardness
1.		
2.		
3.		
4.		
5.		

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.07 Simulate a variety of job tasks in the Fine Arts and Humanities cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets From Objective 5.04

BAND DIRECTOR

Fine Arts and Humanities Cluster

Artistic Interest Area

SUBJECT CORRELATION: Social studies, physical education, music appreciation

JOB DESCRIPTION: Band directors are musicians who work with instruments. They teach march bands, concert bands, stage bands, and beginner-intermediate band.

Their bands perform at many different events on many occasions.

Band directors must be fine musicians and have excellent skills in organizing things.

MATERIALS NEEDED:
Guide for Occupational Exploration
Dictionary
Band Director Inventory
Band Music Terms
Interview Questions
Evaluation form

INSTRUCTIONS:

A. Read pages 94-96 in the Guide for Occupational Exploration.
B. Discuss your abilities as they relate to the "Band Director Inventory" sheet.
C. Attend a concert at school.
D. Write about the experience.
E. Interview a band director.
F. Complete the Evaluation.

BAND DIRECTOR INVENTORY

A GOOD BAND DIRECTOR MUST:

- attend and graduate college with a degree in Music Education.
- be able to play one or more instruments very well.
- be able to play the piano well.
- be knowledgeable in all types of instruments (brass, woodwinds, percussion, etc.).
- be knowledgeable in many areas of music style and history.
- be able to conduct in a sensitive and musical style.
- be familiar with different styles of marching and marching events (parades, half-time shows, competitions).
- be knowledgeable in simple instrument repair.
- be able to organize large-scale events down to the smallest detail.
- be able to manage an inventory of uniforms, instruments, and equipment worth thousands of dollars.
- continue to practice musicianship and conducting in order to improve as a musician and a teacher.

DIRECTIONS:

Read the items above.

Check the things you already know or can do well.

Place an "N" by the things you can do a little but which need improvement.

Circle the things you cannot do now but would like to learn.

Place an "X" by those things you would not like to do.

ANALYSIS:

Look at your answers. Think about why you checked each one.

You might already be on your way to becoming a band director.

BAND MUSIC TERMS

DIRECTIONS

Using the dictionary or reference materials provided by your teacher, find the meanings of the terms below.

1. Conducting
2. Woodwind
3. Major
4. Majorette
5. Percussion instrument
6. Brass instrument
7. Jazz
8. Stage band
9. Marching band

BAND MUSIC TERMS

1. Conducting - Leading an orchestra or musical group.

2. Woodwind - Any of a group of musical wind instruments that includes the bassoon, clarinet, flute, oboe, and sometimes the saxophone.

3. Major - Often referred to as Drum Major - a person who leads a marching band or drum corps, often prancing before it and twirling a baton.

4. Majorette - Often referred to as Drum Majorette - a costumed girl who prances and twirls a baton at the head of a marching band.

5. Percussion instrument - A musical instrument which produces sound by striking, such as a drum, xylophone, or piano.

6. Brass instruments - Wind instruments made of brass, such as French horns and trombones.

7. Jazz - Big-band dance music that first became popular in the 1920s and 1930s. Jazz first started as a kind of native American music and was first played extemporaneously by African-American bands in Southern towns at the turn of the century. New Orleans is famous for its jazz music.

8. Stage band - A band that performs from a stage.

9. Marching band - A band that plays and marches, e.g., in parades and at football games during halftime.

INTERVIEW QUESTIONS - BAND DIRECTOR

1. Where did you study music?

2. When did you first decide to teach music?

3. What is the best aspect of your job?

4. What is the worst aspect?

5. What kind of facility do you have for rehearsal and performances?

6. What are your highest expectations for your students musically?

7. What is the least you expect?

8. How many extra hours (out of school) do you put in?

9. What type of community support is there for your program?

10. What advice would you give to young people who might be interested in becoming band directors?

EVALUATION

A. 1. List three groups a band director might teach.

2. List events in which a band could perform (list as many as you can).

3. Explain how marching band is similar to physical education.

4. Discuss the educational requirements to become a band director.

5. Name a brass instrument.

Name a percussion instrument.

B. 1. List places band directors might work.

2. Draw a diagram showing how players are seated at a band concert.

COMMERCIAL ART DIRECTOR

Fine Arts and Humanities
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: Art, Language Arts

JOB DESCRIPTION: A commercial art director should possess artistic, creative, and persuasive talents. The ability to interpret and express feelings, ideas, and facts is a useful talent. Art directors must be able to work within a variety of circumstances imposed by budget, the nature of the product, and the style of persuasive art, and they must be able to accept constructive criticism.

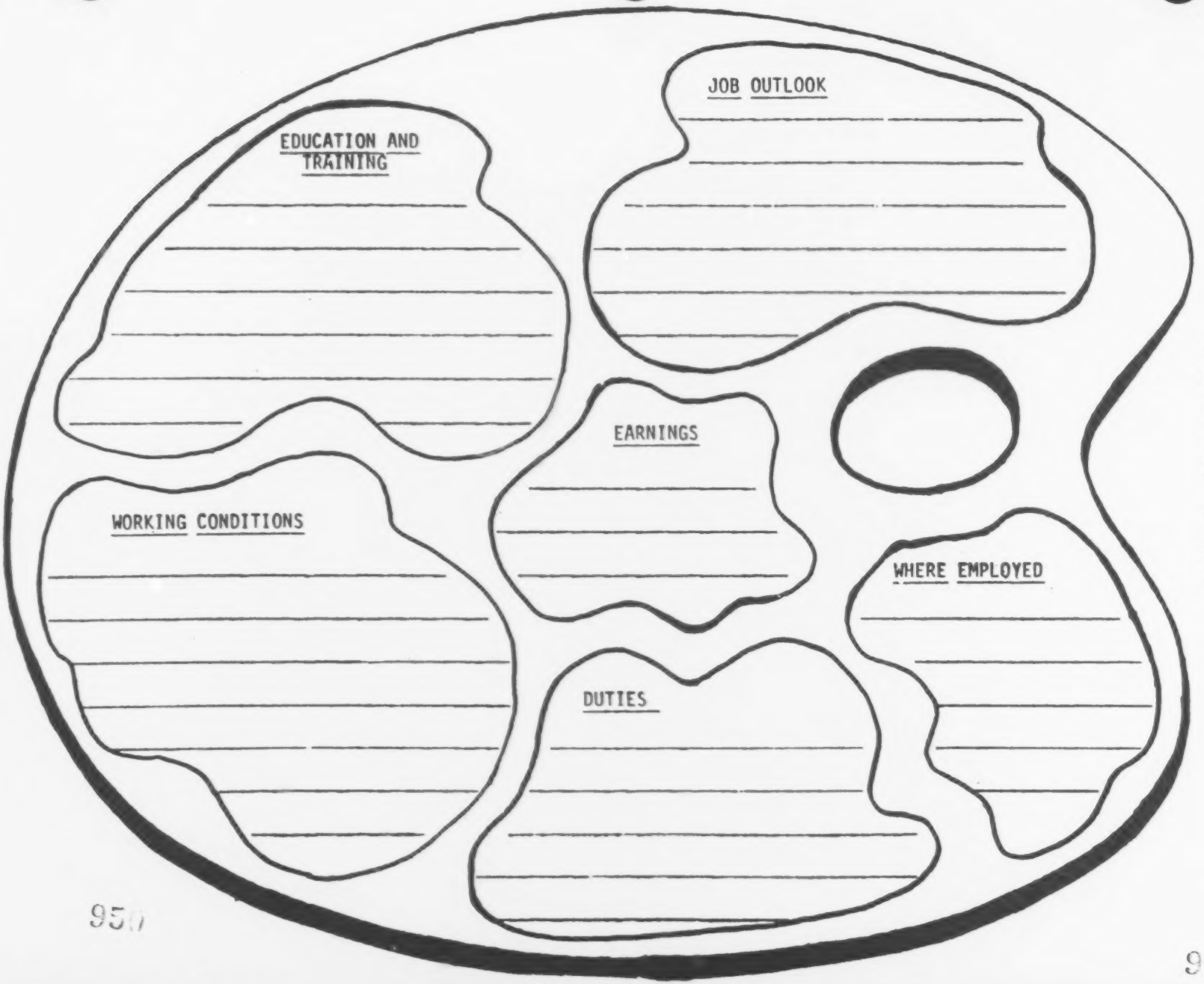
MATERIALS NEEDED: Worksheets:

- Occupational Palette
- Occupational Palette Questionnaire
- Self-Inventory
- Commercial Art Director
- Occupational Information
- Other occupational resources

INSTRUCTIONS:

A. Complete Occupational Information sheet after reading information related to commerical art directors.

B. Complete worksheets according to directions.



OCCUPATIONAL PALETTE

905

OCCUPATIONAL PALETTE QUESTIONNAIRE

Using the OOH or other occupational resources, answer the following questions:

1. List four duties of a commercial art director.

2. What type of education does a commercial art director need?

3. Where are the commercial art directors employed?

4. How much can a commercial art director earn?

5. What are the working conditions of a commercial art director?

How did you do? Refer to the Career Information Sheet in the activity to check your work and to complete those you didn't remember.

SELF-INVENTORY SHEET

		Yes	No
1.	Are you good at freehand sketching?	____	____
2.	Can you interpret verbal instructions?	____	____
3.	Can you sit for long periods of time?	____	____
4.	Do you like working inside?	____	____
5.	Do you enjoy sketching with pen and ink?	____	____
6.	Do you work well with others?	____	____
7.	Can you plan an entire activity?	____	____
8.	Can you make decisions?	____	____
9.	Are you a creative person?	____	____

If you answered "yes" to most of these questions, you might wish to further explore the career of commercial art director.

COMMERCIAL ART DIRECTOR WORKSHEET

Problem A

Directions: Select and cut three good examples of what you think are successful, persuasive advertising from magazines or newspapers. Write a short statement about the persuasive qualities of each.

Problem B

Directions: In the space provided below, plan, draw, letter, and color a sketch of persuasive advertisement for a new soft drink product, TWINKLE, which is a carbonated sparkling grape juice. You may use markers or you may use photos, letters, and/or colors clipped from magazines.

COMMERCIAL ART DIRECTOR

Directions: Please check the block which best describes your feelings toward the activities which you just completed.

ACTIVITY	Enjoyed it very much	Liked it	Not sure	Not very interesting	Didn't enjoy it at all
Determining persuasive qualities in advertisements					
Creating an advertisement					

Commercial Art Director Competency Questions

A commercial art director's job can be described as:

a. an educational director in an art museum;

b. a photographer;

c. a designer of advertisements;

d. a designer of floral arrangements.

CHORAL DIRECTOR

Fine Arts and Humanities Cluster

Artistic Interest Area

SUBJECT CORRELATION: Social studies, English, literature, music appreciation

JOB DESCRIPTION: Choral directors are musicians who work with voices. They conduct choirs, teach individuals to sing as soloists, and prepare programs and concerts to present to the public.

Choral directors need vocal and instrumental talent as performers in addition to teaching skills.

MATERIAL NEEDED:

OOH
Guide for Occupational Exploration
Choral Inventory Sheet
Vocabulary sheet
Interview Questions
Evaluation form

INSTRUCTIONS:

1. Read pages 94-96 in the Guide for Occupational Exploration as it relates to vocal music.
2. Discuss and define terms used in choral music and complete the matching activity.
3. Discuss your own abilities as they relate to the Choral Inventory Sheet.
4. Attend a choral concert at your school or in the community.
5. Write a review of the performance.
6. Interview the director.
7. Complete the Evaluation form.

CHORAL INVENTORY SHEET

A GOOD CHORAL DIRECTOR MUST:

1. be able to sing on pitch with a pleasing sound.
2. be able to sing all parts (soprano, alto, etc.) well.
3. be able to play the piano well enough to accompany.
4. be knowledgeable in many areas of music history and musical styles.
5. be able to conduct singers in an effective and musical manner.
6. be knowledgeable about the workings and development of the voice.
7. continue to practice all of the above in order to improve as a performer and teacher.
8. be knowledgeable about instruments.
9. be aware of musicals and large musical presentations.

DIRECTIONS:

Read the characteristics listed above.

Check the ones you already possess.

Place an "N" by the things you can do a little but which need improvement.

Circle the things you cannot do now but would like to learn.

Place an "X" by those things you would not like to do.

ANALYSIS:

Look at your answers. Think about why you checked each one. You might already be on your way to becoming a choral director!

TERMS USED IN CHORAL MUSIC

DIRECTIONS:

Using reference materials provided by your teacher or the dictionary, write the meaning of each of the choral music terms listed below.

1. Melody
2. Harmony
3. Rhythm
4. Pitch
5. A cappella
6. Diction
7. Tempo
8. Ritard
9. Crescendo
10. Diminuendo
11. Breath support
12. Alto

    bass

    soprano

    tenor

Teacher Sheet

TERMS USED IN CHORAL MUSIC

1. Melody - singing part of music.
2. Harmony - accompanying part of music.
3. Rhythm - how music moves.
4. Pitch - highness or lowness of a sound.
5. A cappella - without instrumental accompaniment.
6. Diction - pronunciation of vowels and consonants.
7. Tempo - speed.
8. Ritard - direction to slow down.
9. Crescendo - direction to get louder.
10. Diminuendo - direction to get softer.
11. Breath support - proper breath control from diaphragm.
12. Alto - low female voice.

    bass - low male voice.

    soprano - high female voice.

    tenor - high male voice.

TERMS USED IN CHORAL MUSIC

DIRECTIONS

In the space provided in the left margin, write the number of the definition that matches the music term.

_____ A. Melody	1. Voice part, high male
_____ B. Harmony	2. Without instrumental accompaniment
_____ C. Rhythm	3. Speed
_____ D. Pitch	4. High female voice part
_____ E. A cappella	5. Pronunciation of vowels and consonants
_____ F. Diction	6. Highness or lowness of a sound
_____ G. Tempo	7. Low female voice part
_____ H. Ritard	8. Direction to get louder
_____ I. Crescendo	9. Proper breath control from diaphragm
_____ J. Diminuendo	10. How music moves
_____ K. Breath support	11. Direction to slow down
_____ L. Soprano	12. Voice part, low male
_____ M. Alto	13. Direction to get softer
_____ N. Tenor	14. Singing part of music
_____ O. Bass	15. Voice parts

INTERVIEW QUESTIONS - CHORAL DIRECTOR

1. Where did you study music?

   How old were you when you first studied music?

2. When did you first decide to become a choral director?

3. What is the best aspect of your job?

4. What is the worst aspect?

5. What kind of facility do you have for rehearsal and performances?

6. What are your highest expectations for your students musically?

7. What is the least you expect?

8. How many extra hours (out of school) do you work?

9. What type of community support is there for your program?

10. What advice would you offer to young people who might be interested in becoming choral directors?

EVALUATION

A. List at least three duties of a choral director.

1. _____

2. _____

3. _____

B. List at least three places where choral directors work.

1. _____

2. _____

3. _____

C. Explain the question: Are choral directors performers?

D. List school subjects related to choral music, i.e., subjects that would be helpful for a choral director to have studied.

E. Discuss: How is the voice like an instrument?

F. Discuss: How is the voice different from an instrument?

CHILDREN'S STORYTELLER

Fine Arts and Humanities Cluster

Artistic Interest Area

SUBJECT CORRELATION: Language arts, reading, child care, home economics

JOB DESCRIPTION: Writers and tellers of children's stories need to be able to express and interpret ideas creatively. They must know rules of grammar and have a large vocabulary and excellent communication skills. A knowledge of child development is essential.

MATERIALS NEEDED:

- Storybooks
- Paper
- Crayons and markers
- Glue
- Scrap material
- Scissors
- OOH, other occupational information resources
- Occupational research sheet

INSTRUCTIONS:

A. Complete occupational research sheet after reading an article on the job of storyteller.

B. Complete the Children's Storybook Writer Activity Sheet, according to directions.

CHILDREN'S STORYBOOK WRITER ACTIVITY SHEET

STORYWRITING

1. Your day-care children love story time but they have heard most of the stories from your books. You are told by the day-care director to write a storybook and illustrate it. Get several sheets of white paper, crayons and markers, glue, scrap material, and scissors.

2. The following guide will help you plan your storybook:

Most two-year-olds like:	Rhymes "Feeling" books Picture books Stories about things, people, and places they know
Most three-year-olds like:	Repetition in stories Ritual (same story at same time every day)
Most four-year-olds like:	Nonsense stories with silly words Exaggeration Books about adult roles Nature stories Suspense Simple dramatics
Most five-year-olds like:	Personification of animals Poetry Books expressing emotional feelings Information books

Select the age of the children for whom you are going to write the story.

3. Write your story on scrap paper first. Then put it in a booklet. Staple the booklet together.

4. Add colorful illustrations to each page.

5. Show your work to your teacher.

GRAPHIC ARTIST

Fine Arts and Humanities
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: Math, Art, Science, Graphic Arts

JOB DESCRIPTION: Graphic artists, whether freelancers or employed by a firm, use a variety of print and film media to create and execute creative projects.

MATERIALS NEEDED: Occupational Outlook Handbook
Occupational research form
(Materials needed are listed for individual activity)

INSTRUCTIONS:

a. Complete an occupational information research sheet, using career information resources.

b. Follow the instructions for the completion of one of the art activities.

GRAPHIC ARTS ACTIVITIES

Purpose

Students produce silhouettes of shells, leaves, flowers, and other objects or patterns.

Materials

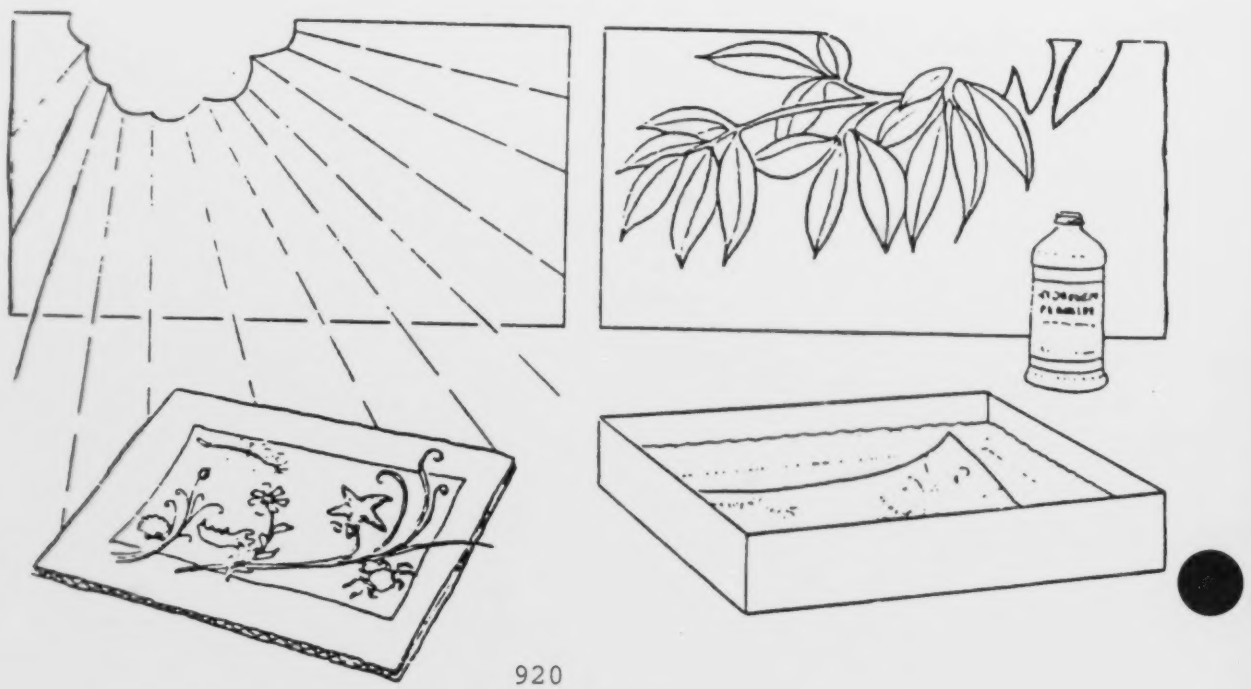
Blueprint paper (blueline ammonia paper), obtained from office supply stores or biological supply houses (store in light-proof envelopes); one or two trays large enough to hold a sheet of blueprint paper; a piece of cardboard as large as the blueprint paper; and a bottle of hydrogen peroxide.

Procedure

Collect specimens that are flat, or cut out your own patterns. Working outdoors in the shade, fill trays half full with water and add a few drops of hydrogen peroxide.

Decide how the specimens will be arranged on the paper. While still in the shade, slide the blueprint paper out of the envelope and onto the cardboard, yellow side up. Quickly arrange objects on the paper, then expose it to direct sun until the paper turns white. Return the paper to the shade.

Remove the specimens. Slide the exposed blueprint paper into the tray of water and hydrogen peroxide. Jiggle the paper in the water for about one minute or until an image begins to appear. Remove the blueprint paper and let it dry.



LEAF PRINT STATIONERY

Five-and-tens, large drugstores, and stationery stores all sell folded notepaper and inexpensive writing pads of colored paper, absolutely plain, with packages of envelopes to match. Buy a set of either in assorted colors or in one color -- they will be the basis of your personalized stationery.

Collect an assortment of fresh, small leaves, and always experiment with them on scrap paper before you make prints on stationery.

POSITIVE PRINTS -- THE STAMP PAD TECHNIQUE

Place a leaf on a stamp pad and cover it with a piece of plastic wrap. Rub over the leaf and plastic wrap gently to ink up the leaf. Lift the plastic and remove the leaf with tweezers. Place the leaf, ink side down, in position on a piece of stationery or folded notepaper and cover it with a small piece of scrap paper. Gently rub to print the leaf.

Make identical prints on envelopes to match.

NEGATIVE PRINTS -- THE SPATTER TECHNIQUE

Put a few drops of a pretty color of Indina ink or liquid concentrated watercolors in a shallow container. Dilute with one or two tablespoons of water, depending on how pale or how dark you want the color. Put one or more leaves in position on the paper and weigh them down with a few coins. Dip an old toothbrush into the diluted color and shake off the excess drops. Holding the toothbrush about 1-1/2 inches from the paper with the bristles pointing down, flick your finger tips briskly over the bristles. Repeat this technique using one to five colors until the paper is delicately sprinkled. Carefully remove the leaves. Spatter envelopes to match.

SCREEN PRINTING

Purpose

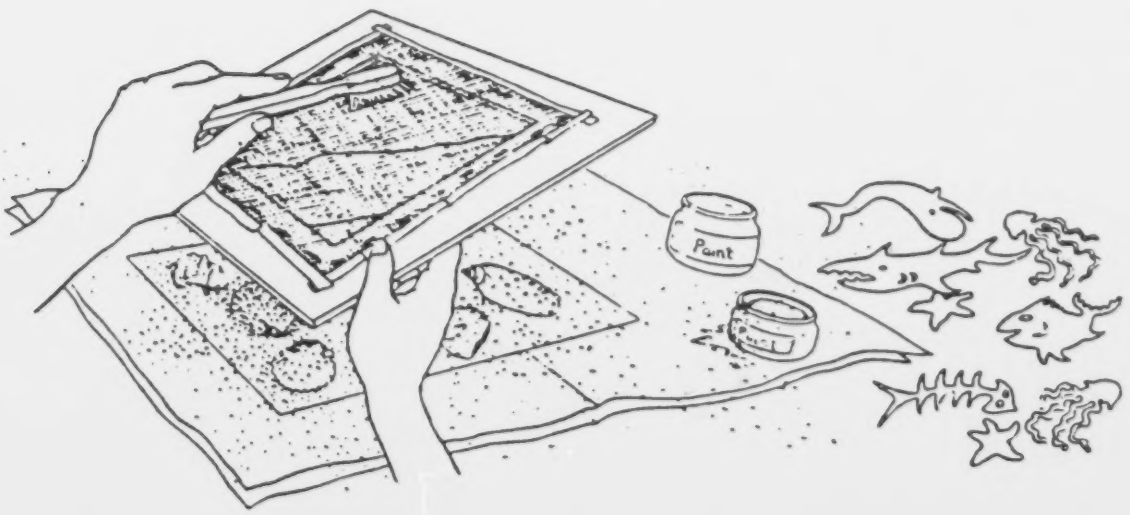
Students will outline the form of shells, leaves, or patterns.

Materials

An 8-inch by 8-inch sheet of mosquito screen stapled on a cardboard frame, old toothbrushes, tempera paints, construction paper.

Procedure

Arrange objects or patterns on the construction paper. Dip the toothbrush into the paint. Hold the screen over the construction paper and rub the toothbrush over the screen to achieve a splatter effect. For variation, use more than one color to splatter.



HOW TO MAKE AND USE A FLOWER PRESS

MAKING THE PRESS

Materials: two pieces of 1/4" plywood, 12" square, with a hold drilled 1" from each corner; four 3" screws (#10-24) with wing nuts to fit; eight washers that fit over the screws; eight pieces of corrugated cardboard, 12" square, with the corners cut off; 14 sheets of blotting paper, 12" inch square, with the corners cut off.

Put the press together like a Dagwood sandwich. First lay down a piece of plywood; then add one piece of cardboard, then two blotters. Continue alternating one piece of cardboard with two sheets of blotting paper ending with cardboard; top off the stack with the other piece of plywood. After the flowers are placed between the sheets of blotting paper, insert the screws, washers, and nuts to fasten the corners as shown. Turn the nuts to tighten the sandwich.

If you want to decorate the press, stain or shellac the wood or apply a decoupage design.

PRESSING THE FLOWERS

The flowers must be very fresh -- take the press with you when you go collecting or take a jar of water to hold the cut flowers. Select flowers that are not too thick at the center or stem because the blotting paper must touch all parts of the flower. Suggested kinds: buttercups, ferns, grasses, pansies, violets, daisies (if the centers are not thick), roses (press the petals separately). Open the press and spread the flowers out carefully on seven sheets of blotting paper. The flowers should not touch each other and should be spread all over the paper, not just at the center. It helps to use tweezers. Top each flower-covered blotter with one of the seven remaining blotters. Restack the pieces of the press and tighten the nuts. Important: Leave the flowers to dry in the press at least four weeks, possibly as long as six. Check after two and three weeks -- you may have to change the sheets of blotting paper if they become saturated. Keep the finished dried flowers away from dampness.

WIND CHIMES

Purpose

To learn how to build a wind chime from shells and sharpen measuring skills.

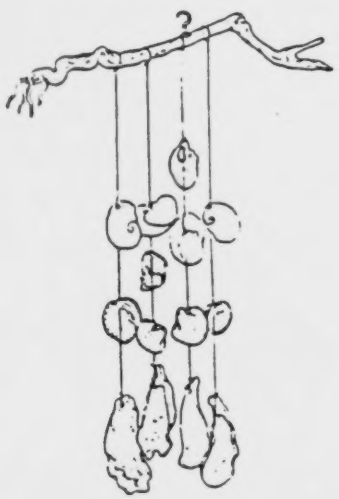
Materials

A piece of driftwood or a 10-inch-by-1-inch strip of wood. Ten or 20 shells for each mobile, one cup hook, fishing line, scissors, quick-setting glue, small loops of ribbon if an electric drill for making holes in the shells is not available. (The drill works well if used carefully. Otherwise, the shells will break.)

Procedure

Cut four 24-inch pieces of fishing line. Either glue ribbon loops to shells and allow the glue to dry, or drill holes in the shells near the hinge. Slide the first shell onto the line and position it about four inches from the top. Tie it to the fishing line using an overhead knot. Tie the remaining four shells about two inches apart. Repeat the procedure for the other three lines.

Tie the four lines to the wood, placing them two inches apart and one inch from each end of the wood. Remember the mobile should balance. Attach the cup hook to the top of the wood so that it balances the four lines. Hang.



SANDCAST CANDLES

Materials: sand, one flowerpot for each candle; crayons (optional); household paraffin (approximately 1/4 lb. for each candle); candlewick; pencil; empty can with label removed; small pebbles.

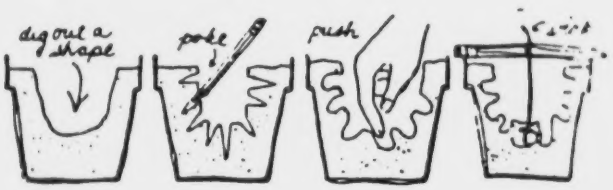
Break up the wax and put pieces in the empty can. Fill a small pot one-third full of water; put the can in the pot and the pot on the stove. Turn on the burner to a low heat. If you want colored candles, put a piece of crayon in the melting wax. While the wax melts, prepare the candle mold.

Fill the flowerpot with moist sand. Dig out the candle shape -- use your hand or press an object into the sand like a small rubber ball or a small can. Important: You are making the candle upside down -- the sand at the bottom of the mold shapes the top of the candle. To make the candles like strange sea creatures, make large or small holes in the sand jutting out from the basic candle shape: push out the holes with your fingers or poke them with a pencil or stick.

When the mold is finished, tie a pebble to the end of a strand of wick and embed the pebble in the sand at the bottom of the mold as shown. Wind the other end of the wick around the pencil and balance on top of the flowerpot. Be sure the wick is straight.

Pour the liquid wax into the mold carefully. In a few minutes, the wax will sink a bit -- pour more in to level what will be the bottom of the candle. Let the wax dry completely.

To unmold, turn the flowerpot upside down. All the sand will come out in a hunk in your hand as it does when you repot a plant. Carefully remove the candle. Brush off as much sand as possible. Let dry and brush off again. A very thin coating of sand should remain on the candle surface.



JEWELER

Fine Arts and Humanities Cluster

Artistic Interest Area

SUBJECT CORRELATION: Art, Math, Science, Reading

JOB DESCRIPTION: Jewelers design, make, and repair all kinds of jewelry such as bracelets, rings, pins, and necklaces.

MATERIALS NEEDED:
Jeweler Mini-brief and answer sheet
Friendly Plastic Squares and assorted plastic scraps
Toaster oven or regular oven
Assorted jewels/sequins
Jewelry findings (earring parts, key chains, barrettes, pin backs, etc.
Glue/glue gun
OOH
Occupational Information Sheet

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article on the job of a jeweler.

B. Complete the activities on the Jewelry Maker Activity Sheet, following the directions given.

JEWELRY MAKER ACTIVITY SHEET

Directions:

1. Preheat oven to 200 degrees.

2. Lightly oil a piece of aluminum foil larger than your design. Place on baking sheet oil side up.

3. Cut plastic sticks into shapes according to your proposed design before softening. You may add and layer different colored scrap shapes.

4. Place the plastic sticks on the aluminum foil in the desired pattern. NOTE: Intricate designs may require placement and melting of a few pieces at a time.

5. Bake your design for one to two minutes. Plastic will melt together. The longer the plastic is left in the oven, the more inlaid and flat the surface will become. Do not leave in oven too long or the plastic will begin to bubble and the metallic sticks will lose their metallic appearance.

6. Remove from oven (plastic will be warm but should not be too hot to handle). Softened plastic can be molded or textured for further decoration. While plastic is still warm, you can swirl the colors by taking a paper clip and mixing the layered pieces into the main part of your jewelry.

7. Leave pieces flat on the foil until they cool and harden.

8. Place your piece in cold water to set for about three to five minutes.

9. Glue jewelry findings (earring backs, pin backs, etc.) to jewelry. (Teacher should help with this step.)

10. Let jewelry set up overnight while glue hardens.

PROFESSIONAL DANCER/CHOREOGRAPHER

Fine Arts and Humanities
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: Art, English, History, Physical Education, Music, Drama

JOB DESCRIPTION: Professional dancers perform in classical ballet companies and modern dance companies.

Some professional dancers perform in musical theater productions, television dance productions, operas, and motion picture productions.

Professional dance is very strenuous and requires many hours of rehearsal and late working hours.

The professional dancer should be prepared to move into a related career such as choreographer or dance instructor.

MATERIALS NEEDED:
Occupational Outlook Handbook
Dictionary
Vocabulary Worksheet
Self-Inventory Sheet
Career Information Sheet
Interview Sheet
Choreography Task Sheet

INSTRUCTIONS:
1. Define the dance terms on the Vocabulary Worksheet.
2. Fill in the Occupational Questionnaire.
3. Complete the Self-Inventory Sheet to help you determine your interest in this area of work.
4. Complete the Interview Sheet.
5. Complete the Choreography Task Sheet.

SELF-INVENTORY SHEET

		Yes	No
1.	Do you enjoy strenuous physical activity?	____	____
2.	Do you keep in good physical condition?	____	____
3.	Have you taken dance lessons?	____	____
4.	Would you like to create dances for others to perform?	____	____
5.	Are you a creative person?	____	____
6.	Would you work in places like theaters, TV studios, amusement parks, motion picture studios, health/fitness clubs, or colleges?	____	____
7.	Do you have a good imagination?	____	____
8.	Are you able to run, skip, slide, bend, or stretch?	____	____
9.	Have you ever taught dance as a volunteer?	____	____
10.	Do you enjoy performing for others?	____	____
11.	Would you be willing to work long hours to practice for a dance performance?	____	____
12.	Are you a patient person?	____	____

If you answered "yes" to most of these questions, you might wish to explore the career of dancer/choreographer.

VOCABULARY WORKSHEET

Look up the following terms in a dictionary and the Occupational Outlook Handbook and write their meanings:

1. Dancer

2. Choreographer

3. Choreography

4. Ballet

5. Modern Dance

6. Jazz

7. Theater

8. Studio

9. Rehearsal

10. Performance

11. Audition

12. Artistic

13. Creative

14. Create

15. Practice

CAREER INFORMATION SHEET

JOB TITLE: Professional Dancer/Choreographer

DUTIES: Being a professional dancer/choreographer is extremely strenuous. Professional dancers perform in classical ballet companies or modern dance companies. In addition to ballet and modern dance, some dancers perform in musical shows, operas, television shows, folk dance companies, and motion picture productions.

The professional dancer leads a life of rigorous practice and self-discipline. A devotion to dance, patience, and perseverance are essential.

Good health and physical stamina are necessary in order to perform and keep a rugged travel schedule. A professional dancer must have agility, coordination, a sense of rhythm, a feeling for music, and creative ability to communicate through movement.

Choreographers create original dances and teach them to performers.

WHERE EMPLOYED: Professional dancers and choreographers are employed in ballet companies, modern dance companies, college and university dance departments, private dance studios, opera companies, and folk dance companies. Some professional dancers are also employed with musical theater productions, television productions, and motion picture productions.

EMPLOYMENT OUTLOOK: Although opportunities exist in the world of professional dance, the competition is very keen. The number of dancers seeking employment is very high compared to the small number of job opportunities.

Employment for dancers is expected to grow and there are related occupations in the fields of dance criticism, dance instruction, dance notation, dance therapy, recreational dance, and health and fitness center dance.

EDUCATION AND TRAINING: A college education is not essential in order to become a professional dancer/choreographer. A college degree is an advantage and is often required for public school or college teaching. About 210 colleges and universities give degrees in dance, generally through the departments of

physical education, music, theater, or fine arts. Most college dance programs concentrate on modern dance but offer courses in ballet, jazz, tap, and folk. Private dance studios usually require teachers to have performance experience. Many colleges, universities, and professional dance companies offer a summer training program which can lead to a full-time training program.

SPECIAL QUALIFICATIONS: A professional dancer must have a love for movement, creative ability, and self-discipline. A professional dancer should be able to work well with others and be able to cope with rejection when auditioning for work. The professional dancer's body build should not vary much from the average. Dancers should have good feet and normal arches. Many professional dancers stop dancing professionally when they are in their thirties and should be prepared to transfer to a related field.

EARNINGS AND ADDITIONAL BENEFITS: Some professional dancers are members of unions. The unions and producers sign agreements which specify salary, work hours, and other conditions of employment. The dancer's personal contract with a producer is sometimes favorable to dancers who have occasional professional engagements.

The earnings of most dancers is low due to irregular employment. Many professional dancers new to the field must take temporary jobs unrelated to dance in order to supplement the earnings of the dance career.

WORKING CONDITIONS/ LIFESTYLES: The professional dancer's career is strenuous and requires long hours of rehearsal. Travel is often required and dancers must become accustomed to working late hours since most performances take place at night. Many dancers retire in their thirties and transfer to a related field such as teaching.

OCCUPATIONAL QUESTIONNAIRE

Answer these questions based on the material in the Career Information Sheet and the Occupational Outlook Handbook.

1. List four duties required of a professional dancer.

2. What type of education and training does a professional dancer need?

3. What is the employment outlook for professional dancers?

4. List several occupations related to the professional dance field.

5. What special qualifications does a professional dancer need?

Answer Key

OCCUPATIONAL QUESTIONNAIRE

Answer these questions based on the material in the Career Information Sheet and the Occupational Outlook Handbook.

1. List four duties required of a professional dancer.

   1. performs
   2. practices
   3. choreographs dances
   4. teaches dance to other performers

2. What type of education and training does a professional dancer need?

   College degree in dance is an advantage although not essential. A degree is required to teach in public schools or colleges of dance.

   Private dance studios require performance experience.

3. What is the employment outlook for professional dancers?

   Limited job opportunities.

4. List several occupations related to the professional dance field.

   Teachers of dance
   Choreographer
   Musical theater productions
   Dance criticism
   Dance therapy
   Health and fitness center dance

5. What special qualifications does a professional dancer need?

   Love of movement
   Creative ability
   Self-discipline
   Work well with others

INTERVIEW SHEET

Interview Questions

Interview a dance performer or dance instructor in your community. To find a dancer in your community, you could contact a private dance studio, community theater, local college or university, health/fitness center, public school system, or local dance group. Your physical education teacher or drama teacher might be able to suggest a dancer who would be available for an interview.

1. What kind of training did you have in order to become a dancer or dance instructor?

2. How old were you when you started taking dance?

3. Why did you choose the dance profession?

4. What is the hardest part of being a dancer?

5. How did you find out what kind of training you needed to be a dancer?

6. What do you want to do if you stop dancing?

7. Have you ever auditioned for a dance company or dance school? If so, what was the hardest part of the audition?

8. Did you take dance classes in the summer with a dance company or school? If so, where and what courses did you take?

9. Did you take dance in college? If so, what courses were you required to take?

CHOREOGRAPHY TASK SHEET

TASK 1	Select a piece of music which has a variety of tempos and create a movement sequence (phrase) to match the tempos.
TASK 2	Teach the movement phrase created in Task 1 to another person.
TASK 3	Select a poem or story and translate an idea from the poem or story into a dance. Select music for the dance and present the dance to a small audience.

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.08 Simulate a variety of job tasks in the health cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

NURSE

Health Cluster

Humanitarian Interest Area

SUBJECT CORRELATION: Biology, Chemistry, Math, English

JOB DESCRIPTION: Nurses provide a variety of health care services. The services they provide vary with their training, education, and experience. They work in doctors' offices, hospitals, schools, industrial plants, and health departments.

There is a direct relationship between education and training and occupational opportunities for nurses:

- RN with BSN
- RN
- LPN
- Nurses' Aide

MATERIALS NEEDED:

Cotton balls
Thermometer
Clock/watch with second hand
Alcohol
Job information sheets
Nurse Career Briefs
Eye flashlight
Scales
Patient Chart answer sheet
Occupational Outlook Handbook

INSTRUCTIONS:

1. Complete the Nurse Career Brief using the Occupational Outlook Handbook or some other source of career information.

2. Select a partner or a patient and complete each of the following activities:

   - Taking Weight and Height
   - Taking the Mouth Temperature
   - Taking Pulse Rate
   - Taking Respiration Rate
   - Giving an Eye Test

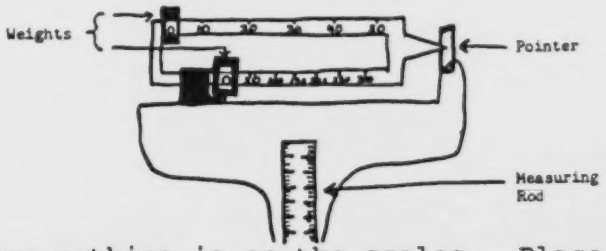
CAREER BRIEFS

Name of Job	Job Description	Training	Qualifications	Job Outlook
RN/BSN				
RN				
LPN				
Nurses' Aide				

Activity I - Taking Weight and Height

Part A - Weight

Study the parts of the scale below and then follow the directions to learn how to read the scale.



1. Make sure nothing is on the scales. Place both weights at 0 (zero).

2. Look at the pointer. If it is not in the center of the opening, ask your teacher to check the scales.

3. To read the scales, add the number in the center of both weights. If the number in the center of the upper bar is 30 and the number in the center of the lower bar is 100, your patient weighs 130 pounds.

4. Step on the scales and weigh yourself. First move the lower bar to 50. If the pointer does not move, move it to 100 pounds. This means you weigh at least 50. If the pointer moves down, it means that 100 pounds is too much, so move back to 50.

5. Now that the lower scale is set, move the upper weight until the pointer rests in the center of the opening. Add the numbers in the center of both weights to get your weight.

6. Now choose a partner as your patient. Weigh your patient just as you weighed yourself. Record your patient's weight on your Patient Chart.

Part B - Height

1. Examine the measuring rod. Your patient will stand with his/her back to the weights.

2. Raise the rod and notice how the numbers increase as the rod is raised.

3. Raise the rod until it is level with the top of the patient's head.

4. The highest reading is the height of your patient. This is in inches, so be sure to convert inches to feet by dividing by 12. (For example, 62 inches is equal to 5 feet 2 inches.)

Activity II - Taking the Mouth Temperature

Equipment and materials: clinical thermometer, alcohol, water, container of wipes or cotton balls, waste container, soap

References: Red Cross Home Nursing Textbook, pages 196-197.

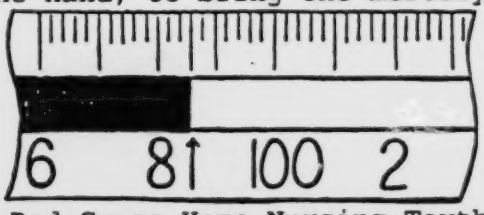
Part A

1. Get the clinical thermometer. Hold it firmly between the thumb and forefinger. Turn the thermometer slightly back and forth until you can see the mercury line. Ask your teacher for help if you cannot find it.

2. Stand away from furniture to avoid striking the thermometer against an object and breaking it.

3. Hold the thermometer firmly between the thumb and first two fingers.

4. Shake with a loose wrist movement, as though shaking water off the hand, to bring the mercury below 95 degrees F.



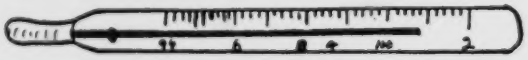
Details of the Thermometer

5. Now get the Red Cross Home Nursing Textbook and read pages 196-197.

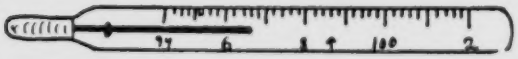
6. Look at the drawings below and write the reading on each thermometer on your Activity Sheet/Patient Chart.

a.

b.

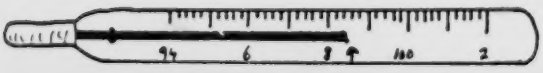


c.



d.

e.



Part B

1. Choose a partner as your patient.

2. Have patient sit down.

3. Moisten the thermometer with clear, cool water to make it more pleasant to hold in the mouth.

4. Place the bulb in the patient's mouth, well under the tongue and a little to one side.

5. Tell patient to keep lips closed and to breathe through nose, and not to bite down or talk.

6. Leave thermometer in place for three minutes.

7. Remove saliva from the thermometer with a wipe from the top downward over the bulb.

8. Read and record the temperature on the Patient Chart.

9. Cleanse the thermometer immediately:

   a. Moisten a wipe with cold water and soap it well;
   b. Hold the thermometer by the top, with the bulb down, over a waste container;
   c. Beginning at the top, wipe down with a firm rotary motion, using friction, and getting into the grooves of the tube and over the bulb;
   d. Discard the wipe;
   e. Moisten a fresh wipe with cold water and rinse the thermometer with the same downward motion;
   f. Soap and rinse the thermometer again;
   g. Dry it with a fresh wipe, using the same motion.

10. Put the thermometer away in alcohol, <u>bulb end first</u>, for safety and cleanliness. (A small jar with cotton in the bottom works well.)

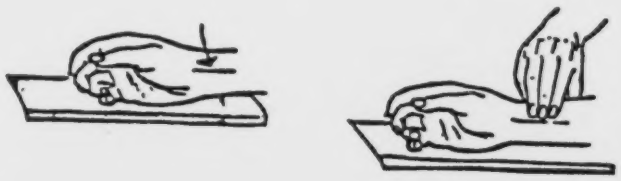
Activity III - Taking Pulse Rate

A licensed practical nurse provides bedside care for 14 to 18 patients each day. They perform many duties such as taking blood pressure, temperature, and pulse. They must be very accurate with this work.

Equipment and materials: Watch or clock with second hand

Instructions:

1. Have the patient sit down with the arm and hand in a relaxed position, thumb up, supported on a table.



2. Locate the pulse by lacing three fingers (not the thumb) on the thumb side of the patient's wrist between the tendons and the wristbone.
3. Begin counting the pulse beat. Count for 30 seconds.
4. Multiply by 2 to get the rate per minute.
5. Do steps 3 and 4 twice to be sure you are accurate.
6. Record the pulse rate on the patient's chart.

Normal Pulse Rates

Pulse rate for adult men per minute is 50 - 70 beats.

Pulse rate for adult women per minute is 65 - 80 beats.

Pulse rate for children per minute is 70 - 92 beats.

Pulse rate for infants per minute is 110 - 130 beats.

Activity IV - Taking Respiration Rate

Introduction:

Breathing is a normal body function; illness and accidents often cause changes in the breathing. Changes such as rapid or slow breathing, difficulty with breathing, or not breathing at all are definite indications that something is wrong and that information is needed by the physician in diagnosing what is wrong.

Directions:

1. Choose a partner.

2. Have your patient sit in a chair.

3. Place your hand on your patient's shoulder. (This is so you can feel your patient breathing.)

4. Count the rise and fall of the chest for one minute. As the patient breathes in (inhales) and breathes out (exhales), count as one respiration. Do this when your partner is not aware that you are taking the count.

5. Record the number of respirations for one minute on the patient's chart.

6. Have your patient run very rapidly in place for two minutes. Count the respiration rate. Do not record this rate.

Activity V - Giving an Eye Test

Introduction:

Sometimes nurses have to give eye tests to check patient's eye responses to see if they have brain damage, have suffered a stroke, or have been on drugs.

Equipment:

Eye flashlight
Pencil
Patient

Directions:

1. Turn the flashlight on.
2. Now point the flashlight at your patient's right eye. Watch the reaction of the pupil (the little black dot in the middle of the eye).
3. Write down how the pupil responded to the light.
4. Now do the left eye.
5. Record your observations on your Patient Chart.

ACTIVITY SHEET - PATIENT CHART

II. Reading the thermometer:

a. _____

b. _____

c. _____

d. _____

e. _____

PATIENT CHART

Patient's name _____
Last First Middle

Date of birth _____ Age _____

Height _____ Weight _____

Temperature _____ Pulse _____

Respiration _____

EYES: Right _____ Left _____

Nurse's signature _____

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ANSWER KEY

CAREER BRIEFS

Name of Job	Job Description	Training	Qualifications	Job Outlook
Registered Nurse (RN) (BSN)	Care for the sick and help people stay well. Observe, assess, and record symptoms, reactions, and progress; administer medications; assist in rehabilitation; instruct patients in proper care; help individuals improve and maintain their health.	Programs leading to a Bachelor of Science in Nursing degree are offered by colleges and universities and require four or five years.	Must have a license. Must have a strong desire to help people and have good judgment.	Job prospects in nursing are excellent through the year 2000.
Registered Nurse (RN)	(Same as above)	Must graduate from an approved school of nursing and pass a national exam administered by each state.	(Same as above)	(Same as above)
Licensed Practical Nurse (LPN)	Help care for the sick under the direction of physicians and RNs. Provide basic bedside care, take temperature, pulse, blood pressure, respiration, etc.	Must complete a state-approved practical nursing program and pass the national written examination.	Most LPN programs require one year. Must have a deep regard for people and be emotionally stable because work with the sick and injured can be stressful.	Employment of LPNs is expected to increase much faster than the average through the year 2000.
Nurses' Aide	Work under the supervision of RNs and LPNs. Help care for patients by answering call bells, delivering messages, serving meals, making beds, and feeding, dressing, and bathing patients. May take pulse, respiration, blood pressure, and assist patients in general.	In most cases, a high school diploma is not required but some experience or training as a nurses' aide is helpful.	Must be healthy, tactful, patient, understanding, emotionally stable, dependable, and have a desire to help people.	Job prospects are expected to be excellent through the year 2000.

PHARMACIST

Health Cluster

Scientific Interest Area

SUBJECT CORRELATION: Science, Health, Math, Reading, Chemistry

JOB DESCRIPTION: The demand for pharmacists is growing due to the rising number of older adults who depend on the pharmacist for information and guidance. Pharmacists also provide a valuable service in directing clients to a physician or other health care provider, if needed. The pharmacist is the first source of advice and assistance when common health problems arise. A pharmacist is a respected community leader and business professional who, because of high visibility, is a well-known member of the community.

MATERIALS NEEDED:

OOH and other occupation information resources
Pharmacist activity and information sheets
Dry prescription bottle
Liquid prescription bottle
Measuring device (obtain from local pharmacy)
Simulated pills (such as beans, candy, etc.)
Solution A and Solution B (colored water)

INSTRUCTIONS:

1. Use the vocabulary sheet, interpret the prescription codes, and write out the eight prescriptions so a patient would know what to do.

2. Role-play filling a prescription. Use the "pills."

3. Complete the Pharmacist Study Sheet.

4. Complete The Pharmacist crossword puzzle.

PRESCRIPTION EXERCISE

One of the duties of the pharmacist is to type the prescription label for the medicine bottle. You are given eight prescriptions. Using the Pharmacy - Vocabulary Key, write the label as it should be for each prescription. (If you like, you may make up names and dates for each prescription.) Your teacher may provide slips of paper or you can make your own.

A. T cap g 6 hrs. for infection
Chloromycetin 25 mg. caps. 24

B. T tab gd c breakfast
Drabinese 250 mg. tab. 30
refill: prn

C. T tab t.i.d. (c meals) et hs. for diarrhea
Cantil tab 100

D. I or II tab e H O g 3 hrs. prn for pain
Empirin Compound tab. 12

E. TT - TTT gtts ea ear g.i.d. for infection
Antibiotic Atic sol 15 cc

F. T dropperful 0.6 ml v x gd.
Fer-In-Sol gtts. 1/2 fl.oz

G. T tsp. b.i.d. g 6 hrs. for infection
Polycillin 125 mg. Susp. 5 ml.

H. T tsp pc et hs for cough
Hycodan syrup 1 pt.

Example for writing prescriptions	Form to use for writing prescriptions
Mrs. Purple Brown 5-7-84	Patient's name Date
One table every 4 hours as needed for pain.	Directions
Empirin Compound 12 tablets	Name of drug
I. M. Good	Pharmacist

ROLE-PLAY: FILLING PRESCRIPTIONS

Introduction:

Following directions written by doctors and being quick and accurate in counting, measuring, and compounding are important in preparing prescriptions. The following activity will allow you to practice these skills.

Directions:

1. Fill the following "prescriptions," labeling the container by using slips of paper and tape.

PRESCRIPTION #A

Mrs. Purple Brown 1313 Pumpkin Creek Road Charlotte, NC 28212
15 green pills to be taken before each meal for 5 days. NOT TO BE TAKEN WITH MILK.
Doctor: Dr. I. Feelgood Date: 2-2-88

PRESCRIPTION #B

Patient: Mr. Hypo Chondriac 148 Dead Tree Lane Pumpkin Center, NC 28000
50 ml of Mint Cough Syrup to be taken 1 tsp. every 4 to 6 hrs. (Mix 25 ml. of solution A and 25 ml of solution B to get 50 ml of cough syrup)
Dr. K. A. Feelgood 8-7-1989

2. Get notebook paper and answer the following questions:

   a. Is accuracy important in filling a prescription? Yes/No
   b. Using O.O.H., list the training required for licensed pharmacists.
   c. Do you know a school in North Carolina where you can get this training? Where? (HINT: What color is the sky? Answer: _____ blue.)

3. Bring your answer sheet and prescriptions to your teacher for approval.

4. Pour "cough syrup" in the sink, rinse out the container and sink. Return containers and pills to proper places.

PHARMACIST STUDY SHEET

A. Fill in the blanks:

1. The symbol for "ounce" is _____.
2. _____ means "four times a day."
3. "As necessary" might be written as _____.
4. _____ means "every day."
5. The symbol for "one" is _____.
6. TTT means _____.
7. PC means _____.
8. H O is our symbol for _____.
9. To be a pharmacist, one needs to attend college for _____ years.
10. To be licensed, a pharmacist must _____.

B. Job Information Questions

Using the DOT and OOH, answer the following questions:

1. What are the duties of a pharmacist?
2. What is another name for a pharmacist?
3. What education and training is required for a pharmacist?
4. Identify two places where a pharmacist might work.

(a)
(b)

C. Matching

Write the letter of the word which defines each symbol:

____	1. hs	a.	one
____	2. prn	b.	twice a day
____	3. tab.	c.	at bedtime
____	4. et.	d.	five
____	5. q.	e.	as needed
____	6. T	f.	tablets
____	7. b.i.d.	g.	every
____	8. v	h.	and

ASPIRIN (200 tablets - 5 grains each)

For relief of simple headaches. Directions: Adults, take 1 or 2 tablets with water; children, aged 6 to 12 -- take 1 tablet, aged 3 to 6 -- take 1/2 tablet. Repeat 2 or 3 times daily as required or as physician directs. For children under 3, consult your physician.

WARNING: KEEP THIS AND ALL MEDICINES OUT OF REACH OF CHILDREN. In case of overdose, contact physician immediately.

RUBBING ISOPROPYL ALCOHOL COMPOUND

Isopropyl alcohol 70% by volume FOR RUBBING AND MASSAGE. This preparation contains isopropyl alcohol. It does not contain and is not sold as a substitute for ethyl or grain alcohol.

FOR EXTERNAL USE ONLY! CAUTION: IF TAKEN INTERNALLY, SERIOUS GASTRIC DISTURBANCES WILL RESULT. KEEP OUT OF REACH OF CHILDREN!

ANTISEPTIC FIRST AID SPRAY

For cuts, scratches, insect bites, minor burns, and sunburn. Directions: For external use only. Hold can 3 to 6 inches away and spray injured area until wet.

WARNING: USE ONLY AS DIRECTED. Avoid spraying eyes, mouth, ears, and sensitive areas of the body. Always consult a physician for deep or puncture wounds, extensive burns, or skin irritations or if condition persists.

D. Interpreting directions

1. The information above might be found on bottle labels. Read each one.

2. Answer the following questions by writing "True," "False," or "Not enough information given."

   a. A 7-year-old child can safely take 6 aspirin in one day.

   b. An adult can safely take an unlimited number of aspirin.

   c. Aspirin should be given to 2-year-old children only on doctors' orders.

d. Ethyl, grain, and rubbing alcohol are different names for the same thing.

e. Rubbing alcohol is safe to drink.

f. An antiseptic first aid spray might be used on a skinned knee.

g. First aid sprays can safely be used on children.

h. A wound caused by stepping on a nail should be treated promptly with a first aid spray.

i. Aspirin, rubbing alcohol, and first aid sprays should be placed where children cannot get them.

j. Rubbing alcohol and first aid sprays should be used only on the outside of the body.

PATIENT'S NAME: DATE:

DIRECTIONS:

NAME OF DRUG: PHARMACIST:

PATIENT'S NAME: DATE:

DIRECTIONS:

NAME OF DRUG: PHARMACIST:

PATIENT'S NAME: DATE:

DIRECTIONS:

NAME OF DRUG: PHARMACIST:

PATIENT'S NAME: DATE:

DIRECTIONS:

NAME OF DRUG: PHARMACIST:

PATIENT'S NAME: DATE:

DIRECTIONS:

NAME OF DRUG: PHARMACIST:

PATIENT'S NAME: DATE:

DIRECTIONS:

NAME OF DRUG: PHARMACIST:

PHYSICAL THERAPIST

Health Cluster

Humanitarian Interest Area

SUBJECT CORRELATION: Biology, Chemistry, Home Economics, Physics

JOB DESCRIPTION: Physical therapists plan and give treatment to patients who have muscle, nerve, joint, and bone injuries and diseases. Their patients include accident victims, handicapped children, and older adults. Many patients have to be taught simple living skills after illnesses or accidents.

MATERIALS NEEDED:

Occupational Outlook Handbook
Mat
Activity sheets
Interpersonal Skills Inventory Sheet
Interpersonal Relationships Skills Wheel
Jacket with zipper
Clock
Chair
Shoe
Shoestring
Sling
Shirt or blouse

INSTRUCTIONS:

1. Complete the Job Information Sheet on the job of a physical therapist after reading the article from the Occupational Outlook Handbook.

2. Complete the physical therapist activities provided.

3. Complete the Interpersonal Relationships activity sheet.

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets, and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation:_____ Cluster:_____

Duties (what the worker does): _____

_____

_____

Education needed: _____

_____

Training needed: _____

_____

Special qualifications: _____

_____

Employment outlook: _____

_____

Places of employment: _____

Earnings: _____

Benefits: _____

Chance of advancement: _____

Helpful middle grades and high school courses: _____

_____

Ways this occupation could fit into my interests, abilities, and goals: _____

_____

Ways this occupation does not fit my interests, abilities and goals: _____

_____

PHYSICAL THERAPIST ACTIVITY SHEET

ACTIVITY #1 - EXERCISING LEG

Introduction: After an accident, injury, or serious illness such as a stroke, a limb (or limbs) may need restorative exercises to help the patient return to a maximum of activity and to prevent crippling. This process is often slow and the patient needs assistance with the exercises.

The patient you are seeing today has been in a car accident. His/her injuries include a broken leg and arm. You begin with the leg exercise.

Directions:

1. Choose a partner from your group.
2. Place a mat or blanket on the floor.
3. One student lays face-up on the floor.
4. The partner kneels at the feet of the person on the mat.
5. Explain to your patient the exercise that you plan to do and its purpose.
6. The kneeling partner lifts slowly the right leg and bends the knee until the foot is placed where the knee was on the mat.
7. Repeat step 5 to 10 times.
8. Repeat steps 5 and 6 for the left leg.
9. Would patience and physical strength be needed in working with people with physical handicaps? Explain your answer.

ACTIVITY #2: EXERCISING ARM

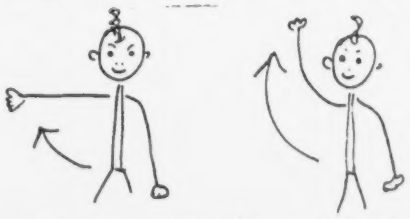
In this activity you will help a patient who has had a broken arm and collar bone perform some active exercise.

1. Active exercises are done by the patient under the supervision of the physical therapist. They are done to help the patient regain motion. Ask a classmate to be your patient.

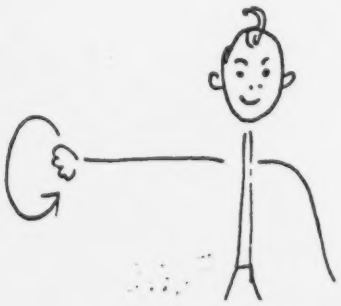
2. Ask your patient to stand. Ask the patient to bring the right arm forward and straight up. Keep the elbow straight. Instruct your patient to do this slowly 15 times.

3. Now ask your patient to bring the right arm back as far as possible, keeping the elbow straight. Do this slowly 15 times.

4. Ask your patient to bring the right arm straight out to the side and up 15 times.



5. For the last exercise, ask your patient to extend the arm and start making small circles with the fingers. Keep on enlarging the circles as far as you can. Do this 15 times.



ACTIVITY #3 - TEACHING A HANDICAPPED PERSON A DUTY

EQUIPMENT: Sling, shoe, shoestring, chair

INSTRUCTIONS: Today you have an 18-year-old patient named Jimmy. He has been in an automobile accident which left his left side paralyzed. You will show Jimmy how to tie his shoelace:

1. Put the sling on your dominant arm.
2. Be seated and place the shoe in your lap.
3. Place your handicapped arm on your lap next to the shoe.
4. Get the shoelace.
5. With the other hand, tie a knot in one end of the shoelace.
6. Thread the unknotted end up through the bottom hole on the left side.
7. Bring shoelace across tongue of the shoe and up through the first hole on the right side.
8. Begin a left-to-right crossing of lace until all of the shoe is laced.
9. Now you must fasten the lace.
10. Hold lace by the end and form it into a circle.
11. Bring end of lace under shoelace of last hole. Pull, but keep a loop.
12. Take end of lace around small loop and go under the lace.
13. Now bring end back under same lace, leaving another small loop.
14. Now pull the loop you left in the small loop tight.
15. Have the instructor check your shoelace.

ACTIVITY #4 - TEACHING A HANDICAPPED PERSON TO DRESS

EQUIPMENT:
- Jacket with zipper
- Clock
- Sling
- Shirt or blouse

INSTRUCTIONS: It is time to train yourself to help a handicapped person dress:

1. Place your dominant arm in a sling.
2. Attempt to put on the shirt or blouse and button it. Do not use the hand that is in the sling.
3. Record the time it takes you.
4. Attempt to put on the jacket and close the zipper.
5. Record the time it takes you.
6. If time permits you may repeat the exercise to determine if you can improve.

INTERPERSONAL SKILLS INVENTORY

The main reason workers lose their jobs is their inability to get along with other workers or with their boss. Getting along with others requires interpersonal relationship skills. The physical therapy department will have a more friendly work atmosphere if all the workers have good interpersonal skills. All the workers will help each other more and will be able to keep their jobs. The patients will benefit from the friendly atmosphere and will probably be happier since the physical therapist will be able to see them more quickly.

Using the Interpersonal Relationship Skills Wheel as a reference, place an "X" beside each item that would be a good interpersonal relationship skill for a physical therapist.

_____ 1. Tries to improve techniques used.

_____ 2. Wastes time talking to boyfriend (or girlfriend).

_____ 3. Is not lazy.

_____ 4. Listens to doctor's instructions.

_____ 5. Is willing to work.

_____ 6. Takes orders well.

_____ 7. Talks back when criticized.

_____ 8. Follows doctor's instructions.

_____ 9. Likes to sit around and talk while others do the work.

_____ 10. Starts arguments with other physical therapists about treatments.

_____ 11. Is often late for work -- arrives after patients.

_____ 12. Gets angry when work is criticized.

_____ 13. Appreciates suggetions of other physical therapists.

_____ 14. Sees his share of patients.

_____ 15. Is critical of other workers' marriages, children, etc.

_____ 16. Follows department rules.

_____ 17. Gets co-workers to do his work.

_____ 18. Criticizes the way other workers spend their money.

_____ 19. Makes it a habit to tell other therapists how to handle their cases.

_____ 20. Willingly helps other therapists when they ask for assistance.

_____ 21. Compliments co-workers on their work.

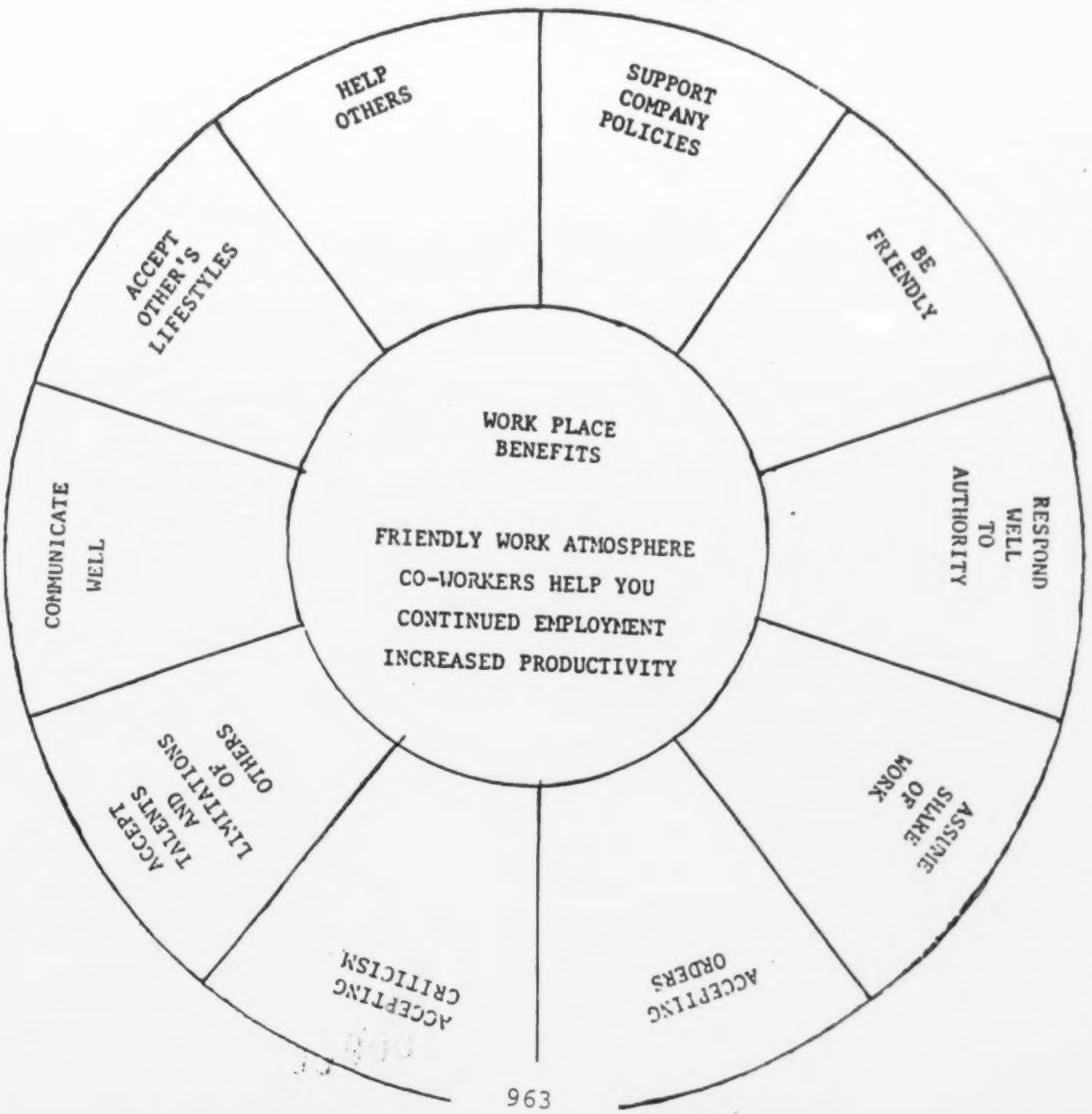
_____ 22. Makes fun of co-workers.

_____ 23. Gets angry when co-workers do not work as quickly as he does.

_____ 24. Makes it a habit to say "good morning" to co-workers.

_____ 25. Makes it a habit never to eat lunch with co-workers.

INTERPERSONAL RELATIONSHIPS SKILLS WHEEL



ANSWER KEY

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets, and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation: Physical Therapist Cluster: Health and Safety

Duties (what the worker does): A physical therapist works to improve the mobility, relieve the pain, and prevent or limit the permanent disability of patients suffering from injuries or diseases.

Education needed: Bachelor's degree or master's degree from an accredited physical therapy educational program.

Training needed: Pass a licensure examination.

Special qualifications: Patience, tact, persuasiveness, resourcefulness, emotional stability, manual dexterity, and physical stamina.

Employment outlook: Employment is expected to grow much faster than average through the year 2000.

Places of employment: Hospitals, private clinics, physicians' offices, nursing homes.

Earnings: average salary of $25,000 - $33,400 in 1988

Benefits:

Chance of advancement: higher salaries

Helpful middle grades and high school courses: Health, Biology, Chemistry, Social Science, Math, and Physics

Ways this occupation could fit into my interests, abilities, and goals: (varies with students)

Ways this occupation does not fit my interests, abilities and goals: (varies with students)

ANSWER KEY

INTERPERSONAL SKILLS INVENTORY

1. X
2. _____
3. X
4. X
5. X
6. X
7. _____
8. X
9. _____
10. _____
11. _____
12. _____
13. X
14. X
15. _____
16. X
17. _____
18. _____
19. _____
20. X
21. X
22. _____
23. _____
24. X
25. _____

RECREATIONAL THERAPIST

Health Cluster

Humanitarian Interest Area

SUBJECT CORRELATION: Reading, Health, Art, Physical Education, Home Economics

JOB DESCRIPTION: Recreational therapists plan, organize, and direct approved recreation activities for persons in hospitals, rest homes, nursing homes, and other institutions. Activities include sports, dramatics, social activities, and arts and crafts.

MATERIALS NEEDED:

1. 12" x 18" construction paper or 12" x 18" piece of material suitable for table mats.
2. 12" x 16" piece of lace material with a design or designed dollies.
3. Spray paint or tempera paint with screen and toothbrush to spatter paint.
4. Pins
5. Old newspaper (OR you may wish to do the woven place mat from paper bags).
6. Rides to recreation center.
7. Permission blanks.
8. OOH or other occupation information resources.
9. Occupational Information Sheet.

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article about the job of a recreational therapist.

B. Complete the activities on the Recreational Therapist Activity Sheet according to directions.

RECREATIONAL THERAPIST ACTIVITY SHEET

ACTIVITY I

Field trip to a recreation center. Example: YMCA, YWCA, Wesley Nursing Center's Recreation Center.

ALTERNATE ACTIVITY: Invite someone from a recreation center to visit your class.

MATERIALS:

1. Rides to recreation center.
2. Permission blanks.

INSTRUCTIONS (check each item as completed):

_____ 1. Observe the handcrafts offered.

_____ 2. Observe the organized sports.

_____ 3. Observe the contests.

_____ 4. Observe duties of a recreation director.

_____ 5. Try to determine what personal qualifications a recreation director should possess.

_____ 6. Note the problems and difficulties that a recreation director must handle.

_____ 7. Observe the facilities of the center and how these facilities are used for various activities.

REVIEW:

1. Did you notice any activities at the recreation center in which you would like to take part?
2. Were you able to see the opportunities a recreation center offers to a person who desires to develop his creative talents?
3. Did this field trip help you understand the importance of recreation in an individual's life?
4. Do you think that participating in activities at the recreation center might help a person get along better with others?

ACTIVITY II

Making place mats.

INSTRUCTIONS (check each item as completed):

_____ 1. Get equipment needed.

_____ 2. Place lace material carefully on the construction paper (or material) to be used as a mat, being sure it is exactly one inch from edge all around.

_____ 3. Pin corners.

_____ 4. Place on newspaper opened to protect surrounding area from paint.

_____ 5. Spray with paint until paint has gone through thin parts of the lace so as to leave a design.

_____ 6. Leave until dry.

_____ 7. Remove lace. Your mat is complete.

RADIOLOGIC TECHNICIAN

Health Cluster

Humanitarian Interest Area

SUBJECT CORRELATION: Biology, Health, Anatomy

JOB DESCRIPTION: An X-ray technician is someone trained to X-ray specific parts of the body for medical diagnosis. The technician must know parts of the body and be able to identify them quickly. Also, the technician must know how to operate the X-ray machines used in taking the X-rays.

MATERIALS NEEDED:
Skeletal System Diagrams sheet
Skeletal Problem Sheet
Tape recorder
OOH or other occupational information resources
Occupational Information Sheet

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article about the job of radiologic technician.

B. Complete the activities on the Radiologic Technician Activity Sheet following the directions given.

RADIOLOGIC TECHNICIAN ACTIVITY SHEET

Before a radiologic technician can take X-rays of a patient, a number of decisions must be made. Orders are sent by the physician to the technician, telling the technician the part of the patient's body to be X-rayed. To be able to do this, the technician must be familiar with all parts of the human body.

A. Let's see if you can learn some of these parts of the body which the radiologic technician knows and then perform some of the decision-making tasks of the technician.

1. You will need the Skeletal System Diagrams found on the following page. Study the diagrams and the names of all the parts of the skeletal system.

2. After you have learned the parts of the skeletal system, turn from the Skeletal System Diagrams and do not turn back until you have finished this experience.

3. Next, get the Skeletal Problem Sheet. You are to read the following situations and doctors' orders. You are to draw a circle on the Skeletal Problem Sheet around the skeletal part and the angle required by the doctors' orders. Choose the correct body view as described in the doctor's order. Circle the part of the body to be X-rayed and label it "Situation A," "B," "C," "D," or "E."

SITUATION A - A young boy has just been brought into the emergency room of the hospital. He has fallen from a tree. The doctor sends you this order: "X-ray right ulna and radius showing an anterior view."

SITUATION B - A young girl has been brought into the emergency room of the hospital. She has been struck by a car. The doctor sends you this order: "X-ray of the anterior portion of the right femur."

SITUATION C - An 80-year-old lady has come back for follow-up of an injury to the right ankle. To make sure the ankle is healing well, the doctor orders "a lateral, a posterior, and an anterior view of the right ankle."

SITUATION D - A 16-year-old boy has complained of severe headaches and other symptoms, causing the doctor to think the boy may have a brain tumor. The doctor sends you this order: "X-ray the skull showing a lateral, a posterior, and an anterior view."

SITUATION E - A sixth-grader was running up the steps, stumbled, and fell, striking his chest against the stair railing. He complained of severe pain in his chest. The doctor sends you the following order: "X-ray anterior view of chest for possible fractured rib."

B. Below, write the name of each numbered bone that appears on the Skeletal Problem Sheet:

1. _____ 9. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____ 12. _____

5. _____ 13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____ 16. _____

C. Can you work well with others?

The X-ray technician's first duty is to put the patient at ease. In the following role-playing situations, you will practice doing this.

INSTRUCTIONS:

1. Pick one of the situations to role-play with a partner.

2. Think of how you would finish the situation properly. Get the tape recorder and record how you finish the situation.

SITUATION A:

Radiologic technician: "Good morning? Are you Mr. Jones? I am going to take X-rays of your stomach."

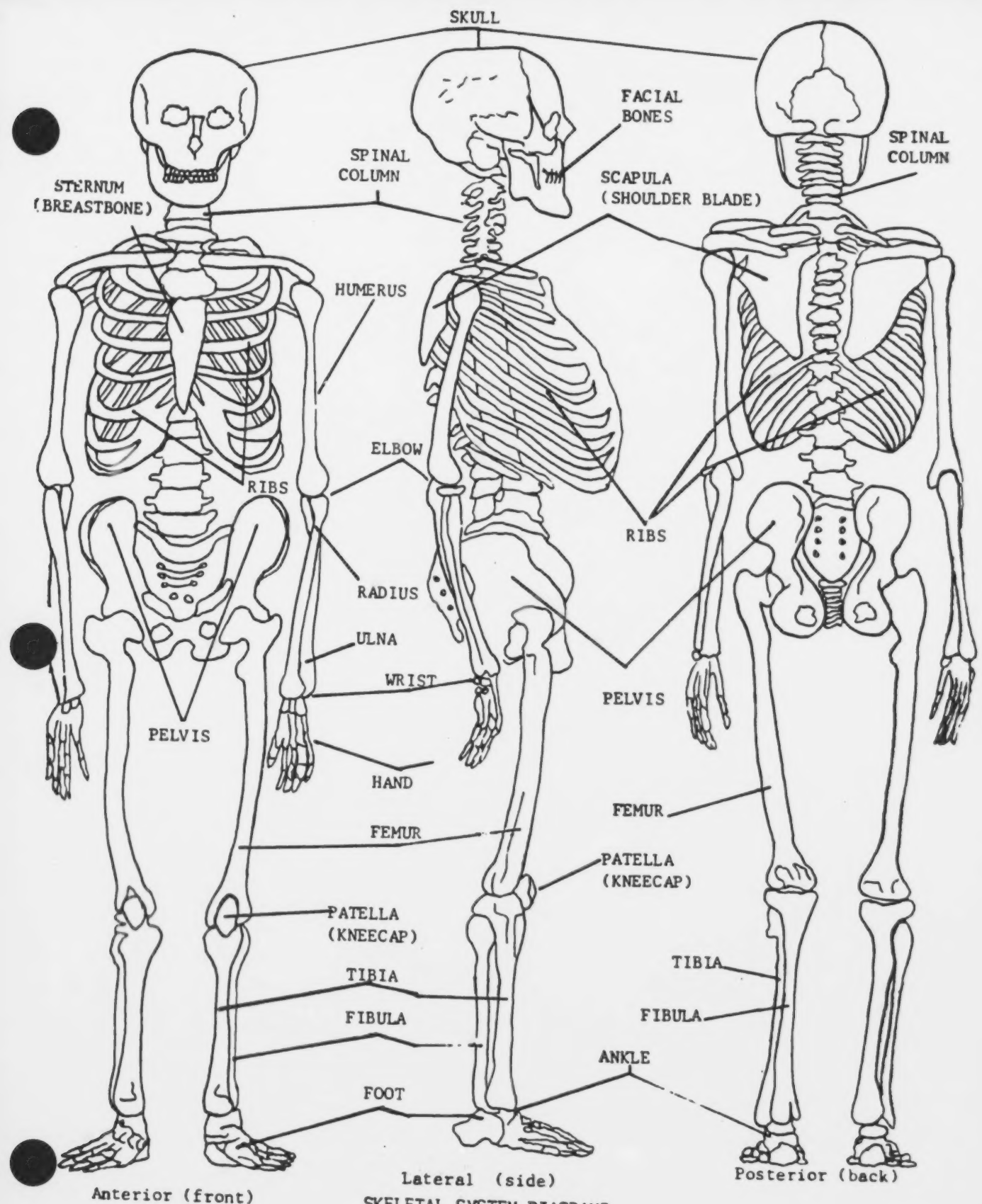
Mr. Jones: "Is it going to hurt? I don't like the idea of coming here."

Radiologic technician:

Mr. Jones:

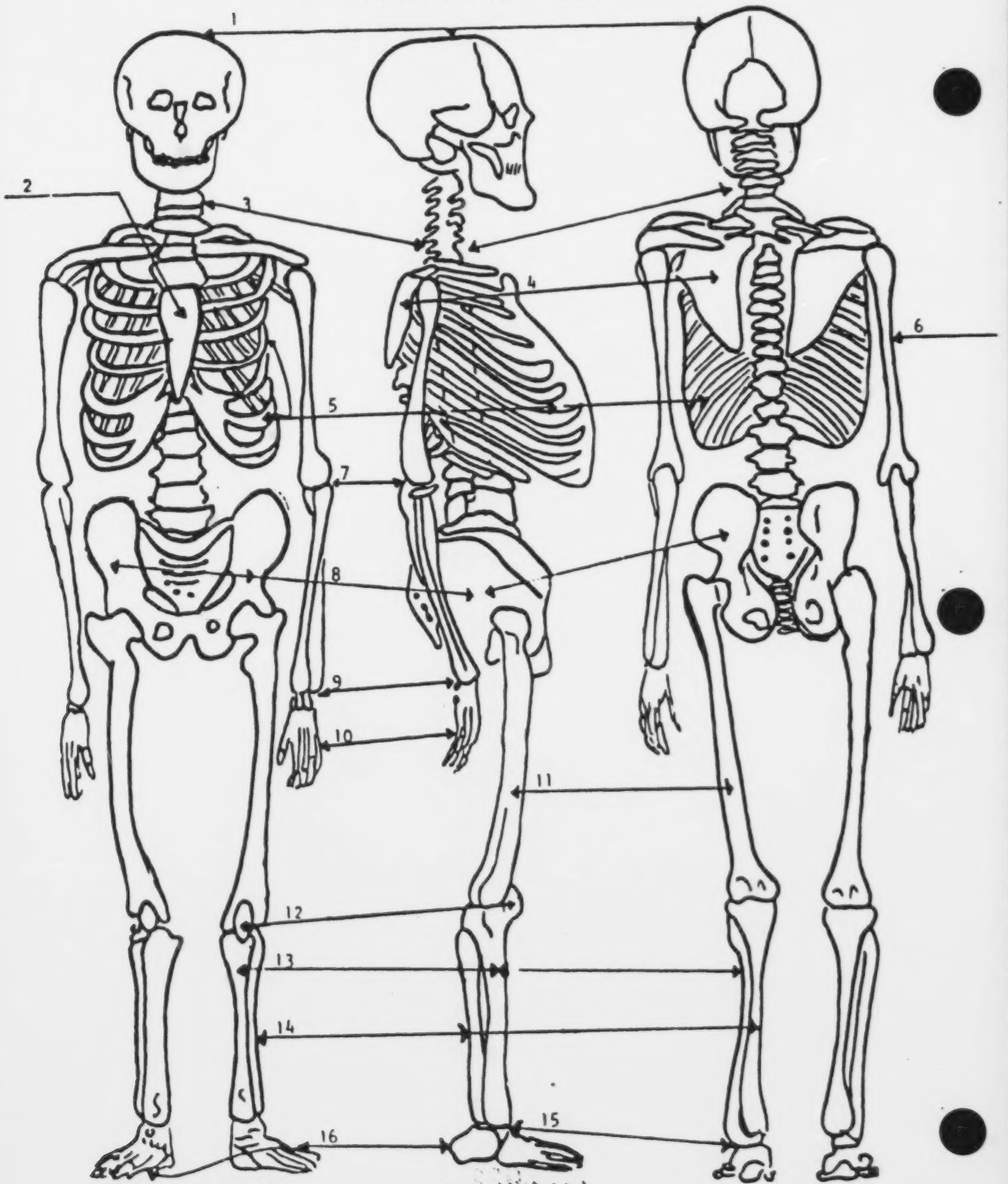
SITUATION B:

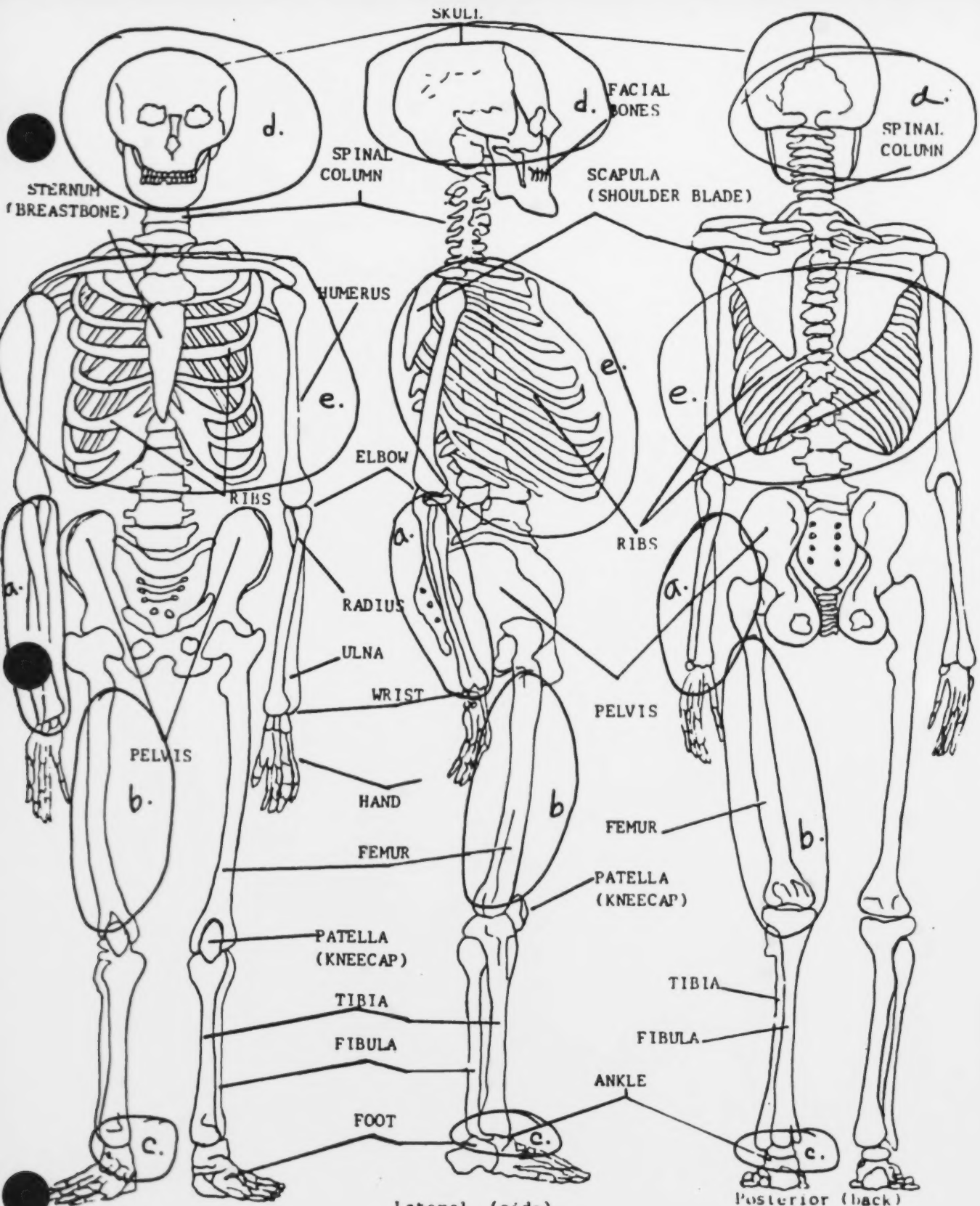
Radiologic technician:	"You must lie still. I'm trying to help you."
Accident victim:	"Where am I? Who are you? Oh, I hurt!"
Radiologic technician:	
Accident victim:	



SKELETAL SYSTEM DIAGRAMS

SKELETAL PROBLEM SHEET





Anterior (front)

Lateral (side)

Posterior (back)

SKELETAL SYSTEM DIAGRAMS KEY

COURSE: Exploring Career Decisions UNIT: Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.09 Simulate a variety of job tasks in the Hospitality and Recreation Cluster.

TIME: 1.5 hours

OUTLINE	STRATEGIES/ACTIVITIES
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

Resources:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

ENVIRONMENTAL ECONOMIST

Hospitality and Recreation Cluster

Humanitarian Interest Area

SUBJECT CORRELATION: Science, Social Studies, Health, Math, Vocational classes

JOB DESCRIPTION: Responsibilities in this area have to do with the preservation and/or improvement of the natural environment which consists of air, water, soil, and areas related to human existence.

MATERIALS NEEDED:
Items to recycle and necessary supplies to complete activities
Recycling Worksheet
OOH
Occupational Information Sheet

INSTRUCTIONS:

A. Complete Occupational Information Sheet after reading an article about the job of environmental economist.

B. Complete the activities on the Recycling Worksheet.

RECYCLING WORKSHEET

In these days of high prices and shortages, it makes good sence to let everything do double duty by using worn-out items for other purposes. Can you think of at least one practical use for each item listed below? Write your ideas in the spaces provided. Compare your suggestions with those of your classmates. Then compare them with the suggestions below, all of which appeared in household hints columns in magazines and newspapers.

1. Frayed pillowcases
2. Worn-out mittens
3. Empty lipstick tubes
4. Plastic garment bags
5. A yard of leftover wallpaper
6. Water in which potatoes were boiled
7. Empty cough syrup bottles
8. A worn-out floor model TV set
9. Used teabags
10. Juice from red beets

SUGGESTIONS:

1. Cut a small hole in the top of the pillowcase and insert a hanger. Use as garment bag.
2. Place the mittens over the ends of a metal ladder, thus preventing scratches when you lean the ladder against the house or a wall.
3. Make a carry-along pocket sewing kit. Wrap some thread around a toothpick and put it and some needles into the lipstick case.
4. Cut the bags along the edge; then drape them over furniture to protect the furniture while painting.
5. Cover some object in the same room with the leftover wallpaper. (In a kitchen you might cover the canisters; in a bedroom, a wastebasket.)
6. Place tarnished silverware in the water and let it stand for a few moments to remove tarnish.
7. Run water into the bottles, filling each one to a different level. When you tap the bottles with a knife or fork, you can play a tune. (Cough syrup bottles make a better "marimba" than most other bottles because of the quality of the glass; however, other bottles can be used.)
8. Take the mechanism out of the cabinet; refinish the cabinet and use it as a knickknack shelf.
9. Place the tea leaves in a cup and pour cold water over them. Water your plants with this, working the tea leaves partly into the soil.
10. Dye Easter eggs with the beet juice.

HOTEL HOUSEKEEPER

Hospitality and Recreation Cluster

Accommodating Interest Area

SUBJECT CORRELATION: Health, Art, Vocational classes, Reading, Math

JOB DESCRIPTION: The job of the hotel housekeeper is an administrative job. The hotel housekeeper must order supplies based on a year's budget, assign duties for the housekeeping staff, and decide on decorations for the hotel rooms. Making decisions is an important part of the job.

MATERIALS NEEDED:
Paper
Pencil
Resource materials

INSTRUCTIONS: Complete the activities for a hotel housekeeper according to directions given.

HOTEL HOUSEKEEPER ACTIVITIES

INSTRUCTIONS:

A. What are the duties of a hotel housekeeper?

1. As hotel housekeeper in a medium-size hotel, you are in charge of a staff of three maids. It is your duty to make their job assignments. You look at your chart and see that the following rooms need cleaning:

   First floor - 123, 124, 127, 131, 132, 133, 134, 136
   Second floor - 200, 201, 210, 211, 212, 214, 217, 218
   Lobby
   Front office
   Main lobby bathrooms (3)

2. The first floor has all single rooms; the second floor has all double rooms. (NOTE: The double rooms have two double beds and the single rooms have one double bed.)

3. Draw three lines on your answer sheet and label:

   Maid 1 _____)
)
   Maid 2 _____)
)
   Maid 3 _____)

   Assign jobs for the maids to do. Use room numbers and "Lobby," "Front office," and "Main lobby bathrooms."

B. Using available resources, answer the following questions:

1. What are four duties of a hotel housekeeper?

2. How much education beyond high school is needed if you want to qualify for this occupation?

3. Why is it important that the housekeeper get along well with others?

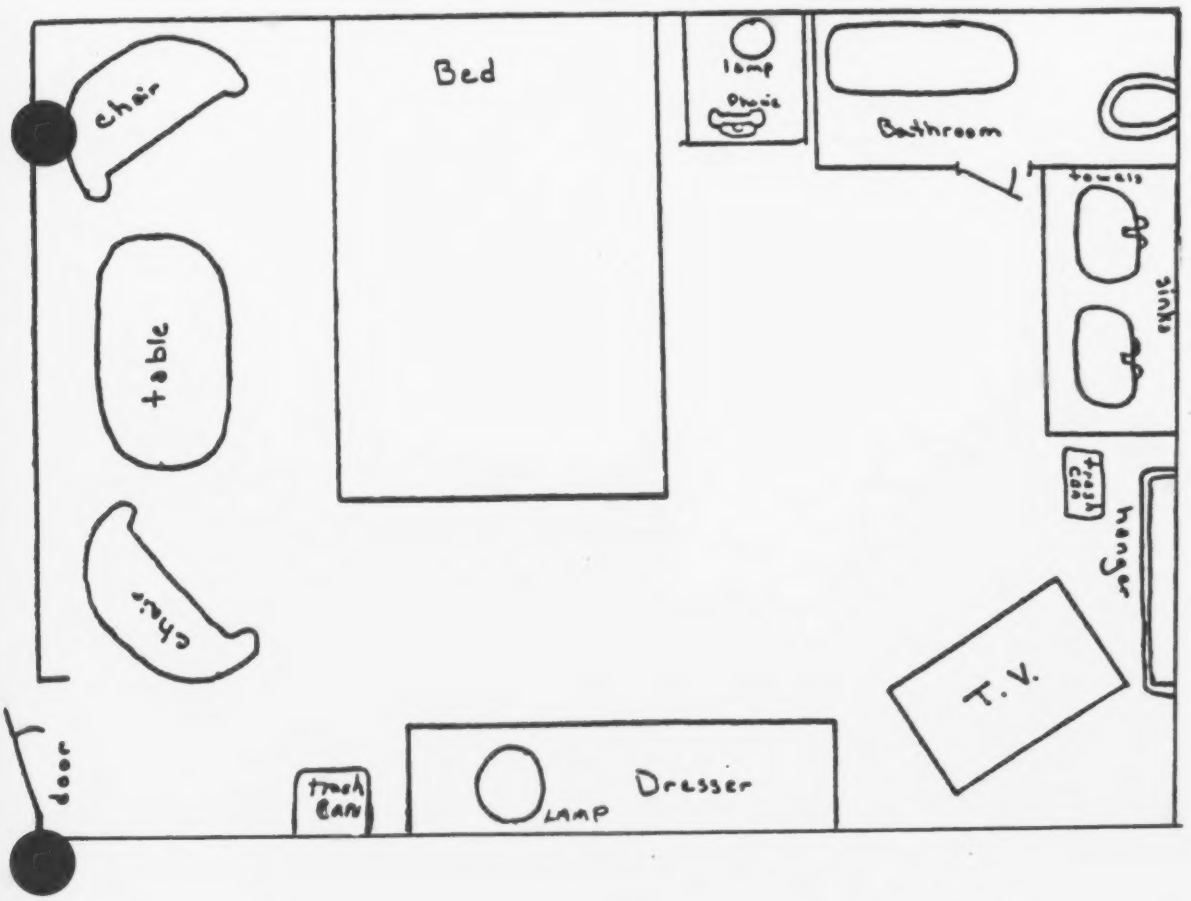
4. List two personal qualities needed to be successful in this occupation.

5. What other places besides hotels can housekeepers work?

C. The job of the hotel housekeeper is an administrative one. The hotel housekeeper must order supplies based on a year's budget; hire, train, supervise, and assign duties for the housekeeping staff; decide on decorations for the hotel rooms; and inspect rooms to make sure each room is equipped with everything the hotel usually provides for its guests.

1. Look at the diagram of the fully-equipped hotel room found below. Notice the things in a fully-equipped room. The number of towels and glasses differs, depending on whether it is a single or a double room. All other equipment is usually the same.

Fully Furnished Hotel Room

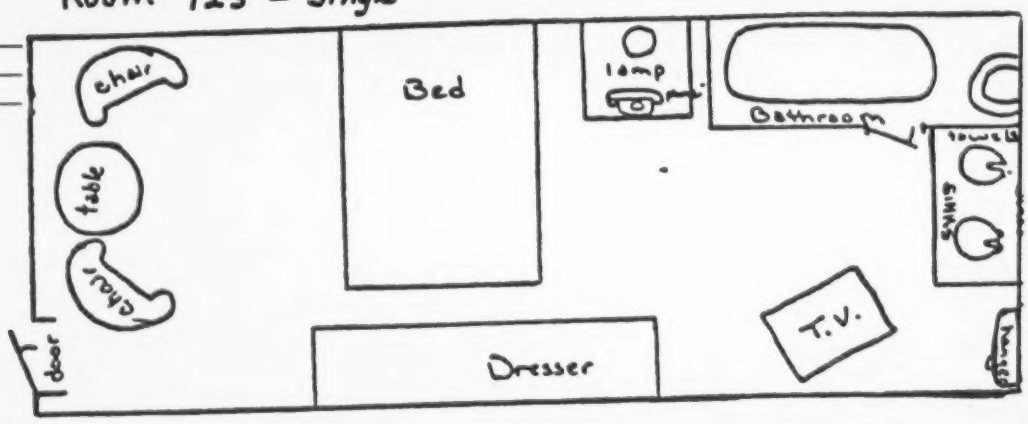


2. As hotel housekeeper, you will inspect rooms 123, 125, and 127. Look at the diagrams of the rooms (below). Compare these three rooms to the diagram of the fully-equipped room.

3. Write down any items missing in the three rooms by room number on your notebook paper.

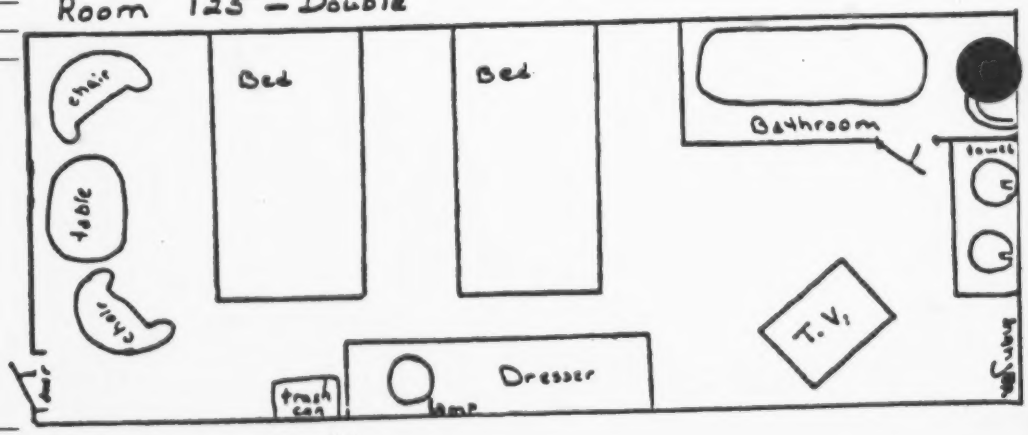
#123_____

Room 123 – Single



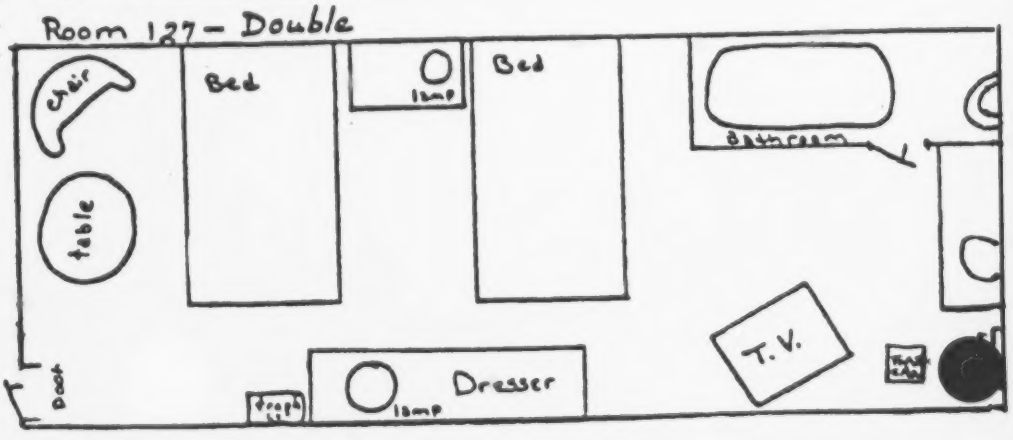
#125_____

Room 125 – Double



#127_____

Room 127 – Double

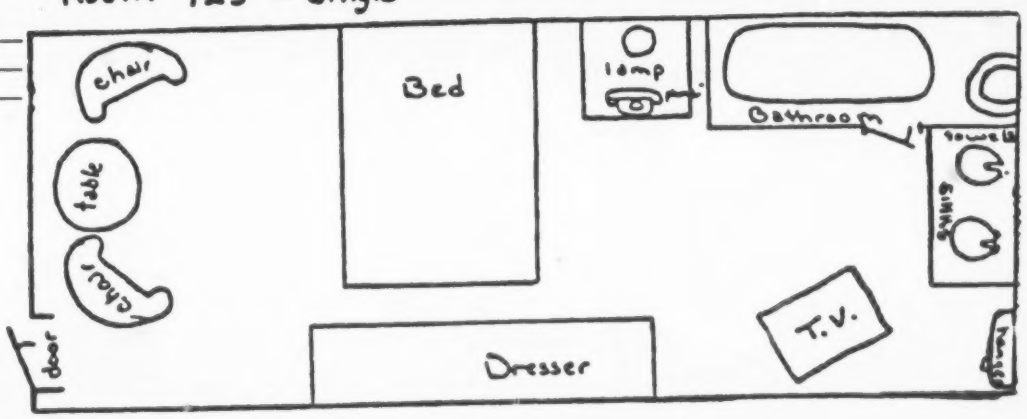


2. As hotel housekeeper, you will inspect rooms 123, 125, and 127. Look at the diagrams of the rooms (below). Compare these three rooms to the diagram of the fully-equipped room.

3. Write down any items missing in the three rooms by room number on your notebook paper.

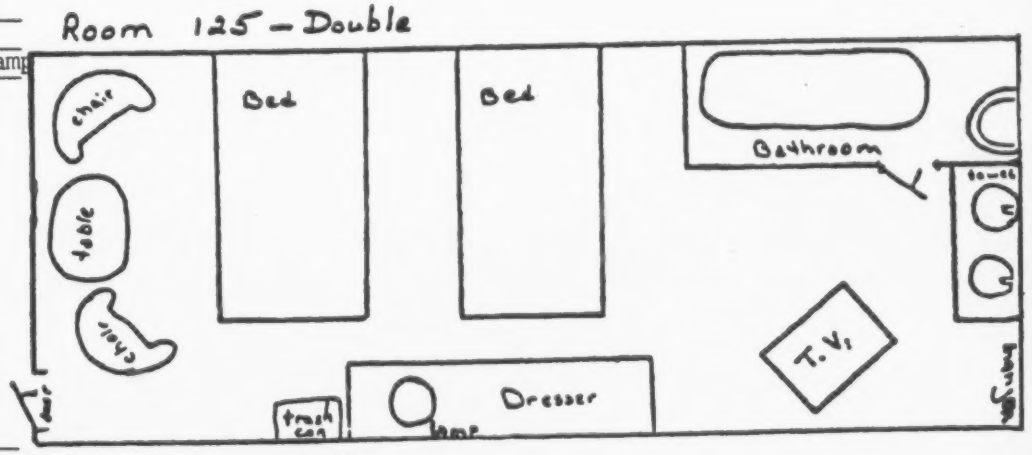
Room 123 – Single

#123 Lamp
Trash Can



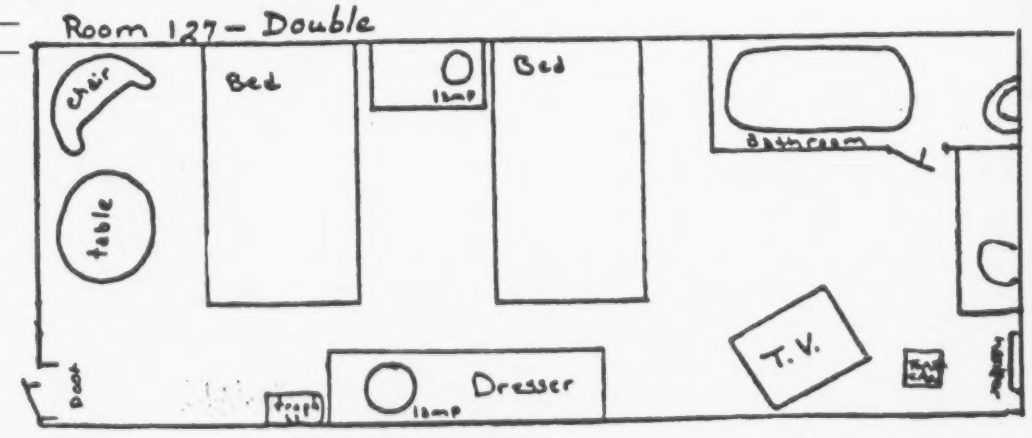
Room 125 – Double

#125 Trash Can
Phone
Table & Lamp



#127 Chair
Sink
Phone

Room 127 – Double



PIZZA MAKER

Hospitality and Recreation Cluster

Mechanical Interest Area

SUBJECT CORRELATION: Home Economics, Food Service, Business Math

JOB DESCRIPTION: Another name for a pizza maker might be institutional cook because both cooks prepare meals for large numbers of people. They work in restaurants, hotels, hospitals, and other places that prepare and serve food. They also figure out food portions and order supplies.

MATERIALS NEEDED:

Instruction sheet	Answer sheet
Baking sheets	Cutting board
Rolling pin	Flour
Measuring Spoons	Pizza sauce
Refrigerator biscuits	Hot pads
Sliced pepperoni	Turner
Shredded mozzarella cheese	Plates
PAM or other cooking spray	Napkins

Jobs in a Restaurant Chain (Information Sheet and Answer Sheet adapted from pages 2, 9, and 10 of Everyday Survival Skills-Careers, Book 3, by Dr. Ray Broekel, Hayes School Publ. Co., Inc., Wilkinsburg, PA, 1980.)

INSTRUCTIONS:

1. Complete the pizza-making activity by following all instructions on the Pizza-Making Activity Sheet.
2. Read the Information Sheet.
3. Complete the Jobs in a Restaurant Chain Answer Sheet.

PIZZA-MAKING ACTIVITY SHEET

Preparing Individual Pizzas

Ingredients:

PAM cooking spray
All-purpose flour
1 refrigerated biscuit per person
Pizza sauce
Shredded mozzarella cheese
Sliced pepperoni

Equipment:

Baking sheets
Cutting board
Rolling pin
Measuring spoons
Hot pads
Turner
Plates
Napkins

1. Preheat oven to 424° degrees F.
2. Spray 1 or 2 baking sheets lightly with cooking spray.
3. Sprinkle cutting board with some flour. Count out one biscuit per person and pull them apart. Put one biscuit on the floured board. Use rolling pin to roll out biscuit until it is a circle 4 inches across. Put on baking sheets.
4. Repeat step 3 for the rest of the biscuits. Add more flour to the board if the biscuits start to stick.
5. Spoon about 1-1/2 tablespoons of the pizza sauce onto each biscuit. Spread evenly over the biscuits.
6. Sprinkle each with about 1-1/2 tablespoons of the cheese.
7. Place 4 pieces of pepperoni on each pizza.
8. Carefully put pizzas in hot oven. Bake until crust is brown. This will take 10 to 15 minutes. Turn off the oven. Remove pizzas from the oven.
9. To serve, use the turner to put hot pizzas on plates.
10. Be seated at the table and eat the pizza, using good table manners.
11. Wash dishes and leave area clean and neat.

INFORMATION SHEET

Jobs in a Restaurant Chain

(Read the following information and then answer the questions on your Answer Sheet.)

One large chain of restaurants has ten general categories of employees. The categories are:

1. Food servers have the primary responsibility for serving food to the customers. They take orders from the customers, order from the kitchen, serve food and wine, and collect payment. All food servers are promoted from other positions within the restaurant. Food server is not an entry-level position in our chain.

2. Busers share in the table-serving responsibility with food servers, providing assistance to support the dining room activity. The position of buser is occasionally an entry-level position, although in many situations busers work first as salad makers or dishwashers. People must be busers before they can become food servers.

3. Cooks. Most of our restaurant cooks have spent some time as a dishwasher or salad maker. The entry-level position for cook is that of saute cook. There are two cooks positions which are senior to saute cook: broiler cook and carver. These positions are generally filled by individuals who have been proficient saute cooks.

4. Dishwashers. The dishwasher position is an entry-level position at our chain of restaurants. Many of our senior staff workers at headquarters have been dishwashers and then graduated to other positions within the company.

5. Bartenders are responsible for the preparation of drinks and service of alcoholic beverages. While bartenders occasionally are hired directly from the outside, they generally are hired and trained from within.

6. Cocktail servers have the responsibility for serving beverages both to customers in the central cocktail lounge and to those in the dining area. The cocktail servers work in close coordination with food servers, bartenders, busers, and hosts/hostesses. This is often an entry-level position. Cocktail servers cannot become food servers without first being busers.

7. Hosts/Hostesses and Seaters are responsible for greeting customers, arranging eating patterns, seating customers, and thanking them as they depart. This is often an entry-level position in our restaurant chain.

8. Administrative Assistants work closely with the local managers and prepare accounting information at the local level.

9. Salad makers. One of the major features in our restaurants is the salad bar. Salad makers are responsible for preparing the ingredients for the salad bars and for maintaining the salad bars at all times. Salad maker is an entry-level position which may lead to further work as a buser and food server or in the kitchen as a cook.

10. Managers are selected by headquarters staff and their representatives. Approximately 60% of our restaurant managers started as hourly employees at the restaurants. They applied for and were accepted into the management training program and then were assigned as unit managers.

(From Everyday Survival Skills - Careers, Book 3, by Dr. Ray Broekel, Hayes School Publ. Co., Inc., Wilkinsburg, PA, 1980, pp. 2, 9 and 10.)

ANSWER SHEET

JOBS IN A RESTAURANT CHAIN

(Answer the following questions about the four restaurant-chain job categories.)

1. Suppose you have had no experience working in a restaurant but want to apply for a job with one of the restaurants in the chain. What jobs could you apply for?

2. You wish to be employed as a food server. How can you achieve this goal?

3. What position must people work at before becoming a food server?

4. If you were to rank the ten job categories in order of importance in the chain of restaurants, which one would be ranked first?

5. Which of the ten job categories would you rank as probably being at the lowest entry level?

6. How many of the senior staff workers at headquarters start out in the restaurant chain?

7. Suppose a salad maker doesn't wish to become a buser or food server. What other option does a salad maker have for a job promotion?

8. The headquarters staff of this chain of restaurants feels it is important that work experience be gained by employees before promotions are made. Do you think this is or isn't a good idea? Why or why not?

ANSWER KEY

JOBS IN A RESTAURANT CHAIN

1. Dishwasher, salad maker, buser, cocktail server, host/hostess, and seater.

2. Start in another position first, such as dishwasher, salad maker, or buser, and then get promoted to food server.

3. Buser.

4. Manager.

5. Dishwasher, salad maker; maybe cocktail server or host/hostess.

6. As dishwashers.

7. Could be promoted to cook.

8. (Accept any reasonable answers.) Employees with experience in other job categories become more knowledgeable and therefore more valuable in the overall operations of the restaurant.

RESTAURANT WORKER

Cook, Dishwasher, Host/Hostess, Waiter/Waitress

Hospitality and Recreation Cluster

Mechanical/Accommodating Interest Area

SUBJECT CORRELATION: Language, courses required for completion of high school

JOB DESCRIPTION: You will role-play some of the jobs in a restaurant. Each one has specific work assignments.

MATERIALS NEEDED:

- Restaurant Menu
- Groceries
- Customers
- Food preparation equipment/supplies
- Table settings
- Menu order forms

INSTRUCTIONS:

I. Determine which restaurant position you will hold. On your answer sheet, make a list of all specific tasks assigned to you. Evaluate the success of your classroom restaurant on your answer sheet.

II. A. Research the information indicated on your answer sheet for three of the following jobs:

1. Cook
2. Cook's helper
3. Chef
4. Busperson
5. Waiter/waitress
6. Host/hostess
7. Cashier
8. Food and drug inspector
9. Food assembler, kitchen
10. Bellhop
11. Caddie
12. Baggage checker
13. Ticket taker
14. Recreation leader
15. Painter

B. Specific work assignments for positions held in the restaurant sometimes include helping others with their work assignments. On your answer sheet, answer these questions:

1. Give an example of how someone else depended on you during the operation of the classroom restaurant.

2. Give an example of how you depended upon someone else during the operation of the restaurant.

3. What do you think would have happened in one of the situations above (#1 or #2) had the other person not been willing to help?

STUDENT ANSWER SHEET

OCCUPATION: Restaurant Worker

CLUSTER: Hospitality and Recreation

INSTRUCTIONS: Answer the questions on this paper in complete sentences, neatly and with correct spelling.

I. Responses for simulated work tasks:

A. Which restaurant position has been assigned to you?

_____

B. List your duties in the order they should be performed. (If you are a cook, you will need copies of your recipes.)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

C. Restaurant evaluation - check the following items that are true of the operation of your restaurant:

_____ 1. Everyone knew his/her job description and performed his/her duties well.
_____ 2. The restaurant operated smoothly with workers willingly helping each other.
_____ 3. Customers received prompt and courteous service.
_____ 4. Service was finished and cleaning had been completed satisfactorily by the end of class time.
_____ 5. Other:

II. Job information and assessment:

A. Information: research the following information for three jobs of your choice from the list on your instruction sheet:

Jobs Title	Job Description	Outlook	Earnings	Level of Education

B. Assessment:

1. Example of how someone else depended on me:

2. Example of how I depended on someone else:

3. What might have happened had the other person not been willing to help:

Waiter/Waitress

1. Put on apron (optional); wash hands.
2. Set up tables according to previous instructions. Tables are numbered.
3. Greet customers; ask "May I take your order?"
4. Determine if the order will be on separate checks.
5. Write down the orders. Turn in orders to the kitchen one table at a time.
6. Serving:
   a. Bring beverages to the table; refill (from the right) throughout the meal.
   b. Serve everyone at the same table at the same time.
   c. Serve food dishes from the left; remove from the left as well.
   d. Tables are to be "pre-bused" before dessert is served. Remove plates when customers are finished.
7. Figure tax (.05) and total each ticket. Place the ticket to the customer's left, face down.
8. Assist in clean-up. Remove table coverings; wipe clean or launder; fold and store.

Work tasks for each job assignment:

Hostess/Cashier

1. Greet customers.
2. Inquire how many in party.
3. Invite guests to a table.
4. After seating, present each customer with a menu.
5. Help waiters/waitresses "keep an eye" on customer needs.
6. Accept payment as customers leave.

Busperson

1. Assist in the kitchen as needed until customers begin to finish eating.
2. Remove any dirty dishes from the table after customers are gone.
3. Place things removed from the table on a cart or large tray (be careful not to overload).
4. Clean tables with a wet cloth.
5. Transport dirty dishes to the kitchen.
6. Empty left-over food from the plates according to teacher (manager) instruction.
7. Stack the dishes in the kitchen to the right of the sink(s).

Cook's Helper

1. Assist cook with main dishes.
2. Dry washed dishes and store.
3. Clean kitchen; be sure counter tops, stove, refrigerator, splash boards, and cabinet fronts are clean.
4. Place wet towels in washing machine.

Cook

1. Prepare the beverage.
2. Set up "assembly line" for preparation of main menu items.
3. Prepare menu items.
4. Take serving plates from the cabinet.
5. Serve the plates according to orders placed by the customer.
6. Assist in cleaning the kitchen.

INFORMATION FOR THE TEACHER

Restaurant worker etiquette

1. Smile! Be friendly.
2. If unavoidably late for work, call to notify the manager.
3. Work as a team; be considerate and cooperative. **Never** argue with team members or customers.
4. Especially for the waiter/waitress:
   a. Each customer **must** receive equal treatment.
   b. **Know** the menu. Answer questions considerately.
   c. Always ask how food is to be prepared; never assume. Write down all orders.
   d. Never turn in an order for more than one table at a time.
5. Do not stare at or talk about the customers.

Restaurant customer etiquette

1. Wait for the host/hostess to direct you to a table unless otherwise informed.
2. Ask questions for which you **really need** an answer (none to test or embarrass the waiter/waitress).
3. "Please" and "thank you" are most appropriate terms to use. Waiters/waitresses provide a service; they are not servants. Be appreciative.
4. Talk at your table in quiet tones.
5. Limit unnecessary movement; keep your hands away from other people's food.
6. Check your ticket before you leave your table. If the amount you're charged is incorrect, point it out quietly to the cashier.

Sanitation

1. In dressing for your job:
   a. Be clean (hair, teeth, hands, shoes, clothing, etc.).
   b. Hair must not touch the back of your collar (hair nets may be required).
   c. Wear comfortable shoes.
   d. Wear little or no jewelry.
2. Hold silverware only by the handles; do not touch the rim of glasses or cups.
3. Stay home if you have a cold or the flu.
4. Be careful not to handle or touch food at any time (preparation and service) any more than you have to.
5. Keep all work surfaces, preparation and service utensils, and plates clean.
6. Store all foods at proper temperatures to prevent spoilage. No foodstuffs should be allowed to sit on the floor.

Safety (the kitchen is NO place to play)

1. Turn handles of cooking utensils inward on the stove.
2. Use thick, dry potholders when handling hot utensils.
3. Avoid wearing loose clothing.
4. When using a knife, cut away from yourself.
5. Wipe up spills immediately, maintain clean working spaces.
6. Do not put your hand inside a glass to wash it.
7. Keep your hands dry, especially when operating electrical equipment.

Table Setting and Service

1. Pre-wrapped silverware should be placed to the customer's right.
2. When food is served and plates removed from the table, the server should stand to the left of the customer.
3. Beverages are served from the right of the customer.
4. Be careful not to push anything out of the way; it may tip over.
5. If you see that beverages are getting low, ask the customer "May I serve you _____ (coffee, tea, etc.)?"
6. After the meal has begun at a table, check back and ask "May I get you anything?"
7. All customers at one table should be served at the same time. (Tables being numbered helps keep orders straight.)

Sample Restaurant Menu (The teacher should select whatever items will be most desirable for individual situations.)

ITEM	PRICE
Sandwiches	
Peanut butter and jelly	$ .65
Cheese	.65
Bologna	.65
Bologna and cheese	1.05
Chicken salad	1.25
Beverages	
Fruit punch	.55
Lemonade	.55
Desserts	
Chocolate pudding	.90
French vanilla pudding	.90

(Topping optional; cookies served with each)

Kitchen helper

1. Get out glasses.
2. Put ice in glasses, refill trays.
3. Pour beverages as ordered.
4. Assist with preparation of dessert(s).
5. Wash dishes
   a. Wash, rinse, drain (right to left)
   b. Glasses, silverware, plates, pots
6. Clean kitchen; wipe off stove, refrigerator, counter top, splash board, cabinet front.
7. Clean sink(s); dry with dishcloth.

SHORT ORDER BREAKFAST COOK

Hospitality and Recreation Cluster

Mechanical Interest Area

SUBJECT CORRELATION: Home Economics, Food Service, Business Math

JOB DESCRIPTION: Short order cooks work at lunch counters, snack bars, diners, and fast food restaurants. They prepare foods that take a short time to cook and serve. Short order cooks may be hired with a high school diploma or a GED (high school equivalency). They may also be hired before graduation if they have taken vocational education classes in high school or if they will be given on-the-job training. These cooks can make between $8,000 and $15,000 a year.

MATERIALS NEEDED:

- Instruction Sheet
- Answer Sheet
- Calculator
- Mixing bowl
- Metal spoon
- Turner
- Plates
- Knives
- Forks
- Jelly
- Dry and liquid measuring cups
- Baking mix (Bisquick or Jiffy)
- Spatula
- Wooden spoon
- Scraper
- Frying pan
- Hot pads
- Milk
- Cooking spray
- Margarine
- Syrup

INSTRUCTIONS:

1. Complete the "Making Silver Dollar Pancakes" Job Simulation by following all directions given.

2. Compare the cost of making pancakes "from scratch" to the cost of making pancakes from a prepared mix. Use the information on the cost of ingredients. Record your answers on your answer sheet.

I. Making Silver Dollar Pancakes (makes 10 to 12 pancakes)

Ingredients needed	Equipment needed
2 cups baking mix	Mixing bowl
1-1/4 cups milk	Metal spoon
PAM cooking spray	Dry measuring cups
	Liquid measuring cups
Pancake toppings:	Spatula
Margarine	Wooden spoon
Syrup	Scraper
Jelly	Frying pan
	Hot pads
	Turner
	Plates
	Knives
	Forks

1. Blend ingredients together in mixing bowl with a wooden spoon. Batter will be slightly lumpy.

2. Spray frying pan lightly with PAM.

3. Heat frying pan over HIGH heat. The temperature is right for baking when you drop a few drops of water onto the frying pan and they jump around.

4. Pour batter in one-tablespoon amounts onto the hot frying pan. Turn pancakes when bubbles appear on top of pancakes. Turn down temperature if pancakes are too brown.

5. Serve hot with margarine, syrup, or jelly.

2. Comparing costs of preparing pancakes "from scratch" and with mix

Restaurant cooks, chefs, and managers need to decide whether they should make some items "from scratch" or with prepared mixes. They need to consider cost, time involved, storage, and convenience.

You will be comparing the cost of making the pancakes from the mix as you did with making the pancakes "from scratch." Do this on your answer sheet. The cost of ingredients is listed below.

Cost of Ingredients

Baking mix	$ .17 per cup
Baking powder	.01 per teaspoon
Egg	.07 each
Flour	.04 per cup
Milk	.12 per cup*
Salt	.01 per teaspoon
Shortening	.02 per tablespoon
Water	.00

*Divide cost by 4 to find cost of 1/4 cup.

Name _____

SHORT ORDER BREAKFAST COOK ANSWER SHEET

Pancakes with mix	Cost
2 cups baking mix	_____
1-1/4 cups milk	_____
Total	_____

Pancakes "from scratch"	Cost (round off to nearest penny)
1-1/2 cups flour	_____
3/4 teaspoon salt	_____
2-1/2 teaspoons baking powder	_____
1 egg	_____
1 cup milk	_____
3 tablespoons melted shortening	_____
Total	_____

1. Which is cheaper? _____

2. Would you make the pancakes in your restaurant with a mix or "from scratch?" _____

   Why? _____

   _____

Name KEY

SHORT ORDER BREAKFAST COOK ANSWER SHEET

Pancakes with mix		Cost
2 cups baking mix		$ .34
1-1/4 cups milk		.15
	Total	$ .49

Pancakes "from scratch"	Cost (round off to nearest penny)
1-1/2 cups flour	$ .06
3/4 teaspoon salt	.01
2-1/2 teaspoons baking powder	.03
1 egg	.07
1 cup milk	.12
3 tablespoons melted shortening	.06
Total	$ .35

1. Which is cheaper? "from scratch"
2. Would you make the pancakes in your restaurant with a mix or "from scratch?" _____

   Why? _____ (opinion)

   _____

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SPORTSWRITER

Hospitality and Recreation Cluster

Artistic Interest Area

SUBJECT CORRELATION: English, Physical Education

JOB DESCRIPTION: Sportswriters are important employees in areas of the media such as newspapers and magazines. Sportswriters must know all areas of sports, attend professional and amateur sporting events, and be able to gather information effectively. They must be able to express themselves clearly and work under the pressure of meeting deadlines.

MAERIALS NEEDED:
Occupational Information Sheet
OOH and/or other occupational resources
Newspapers
Sports magazines/almanacs

INSTRUCTIONS:

A. Complete an Occupational Information Sheet after reading an article on the job of a sportswriter.

B. Complete worksheets according to directions given.

You are a SPORTSWRITER

1. Describe in detail a sports event that you saw either in person or on TV. Use good newspaper style and select an appropriate title. See your local paper for examples of sportswriting. Use at least 100 words in your report and include the facts of the event: who, what, when, and where. Make sure you write a headline for the article.

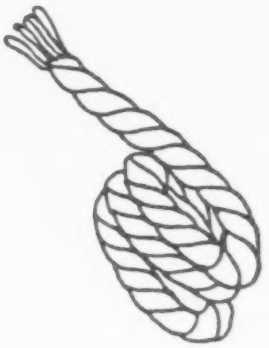
2. Clip three (3) articles about sports events from the local newspaper. With a yellow marker, indicate the "five W's"* that should appear in the first paragraph of a good news article.

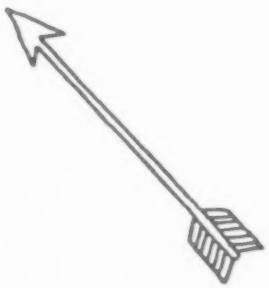
*The FIVE W's are: What? Where? Who? When? Why? (And sometimes "How?" is included as part of the story.)

This Player Needs . . .

Match the tool a player must use to play the sport to the name of the sport.

SPORT	TOOL
baseball	snorkel
golf	mallet
tennis	ball
ice hockey	shuttlecock
archery	club
billiards	bat
jai alai	sword
croquet	puck
skydiving	pelota
weight lifting	scull
skiing	racket
badminton	arrow
skin diving	parachute
track and field relays	cue
birling	gloves
boxing	poles
soccer	logs
mountain climbing	baton
fencing	bar bells
rowing	rope





Using the back of this page or another piece of paper, alphabetize the names of the sports.

This Player Needs. . . Answer Key

Sport	Tool
Basketball	Bat
Golf	Club
Tennis	Racket
Ice Hockey	Puck
Archery	Arrow
Billiards	Cue
Jai Alai	Pelota
Crochet	Mallet
Sky Diving	Parachute
Weight Lifting	Bar bells
Skiing	Poles
Badminton	Shuttlecock
Skin Diving	Snorkel
Track & Field	Baton
Birling	Logs
Boxing	Gloves
Soccer	Ball
Mountain Climb.	Rope
Fencing	Sword
Rowing	Scull

Alphabetical Order

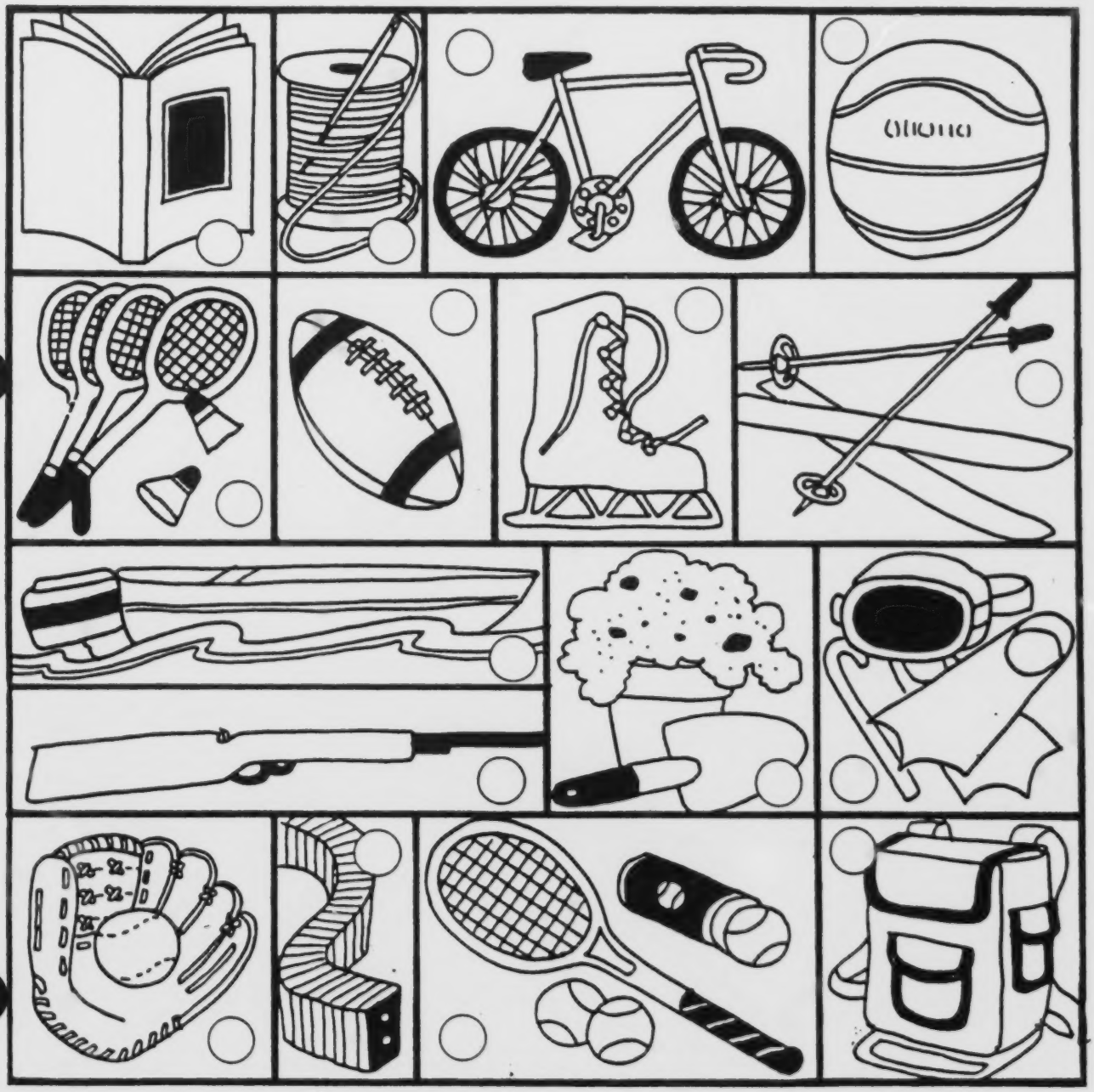
Archery
Badminton
Basketball
Billiards
Birling
Boxing
Crochet
Fencing
Golf
Ice Hockey
Jai Alai
Mountain Climbing
Rowing
Skiing
Skin Diving
Skydiving
Soccer
Tennis
Track & Field
Weight Lifting

LEISURE TIME TOOLS

Directions:

Write the number of the activity's name inside the matching picture.

1. Football
2. Gardening
3. Reading
4. Hiking
5. Bicycling
6. Skiing
7. Basketball
8. Hunting
9. Scuba diving
10. Sewing
11. Boating
12. Tennis
13. Baseball
14. Badminton
15. Ice skating
16. Dominoes



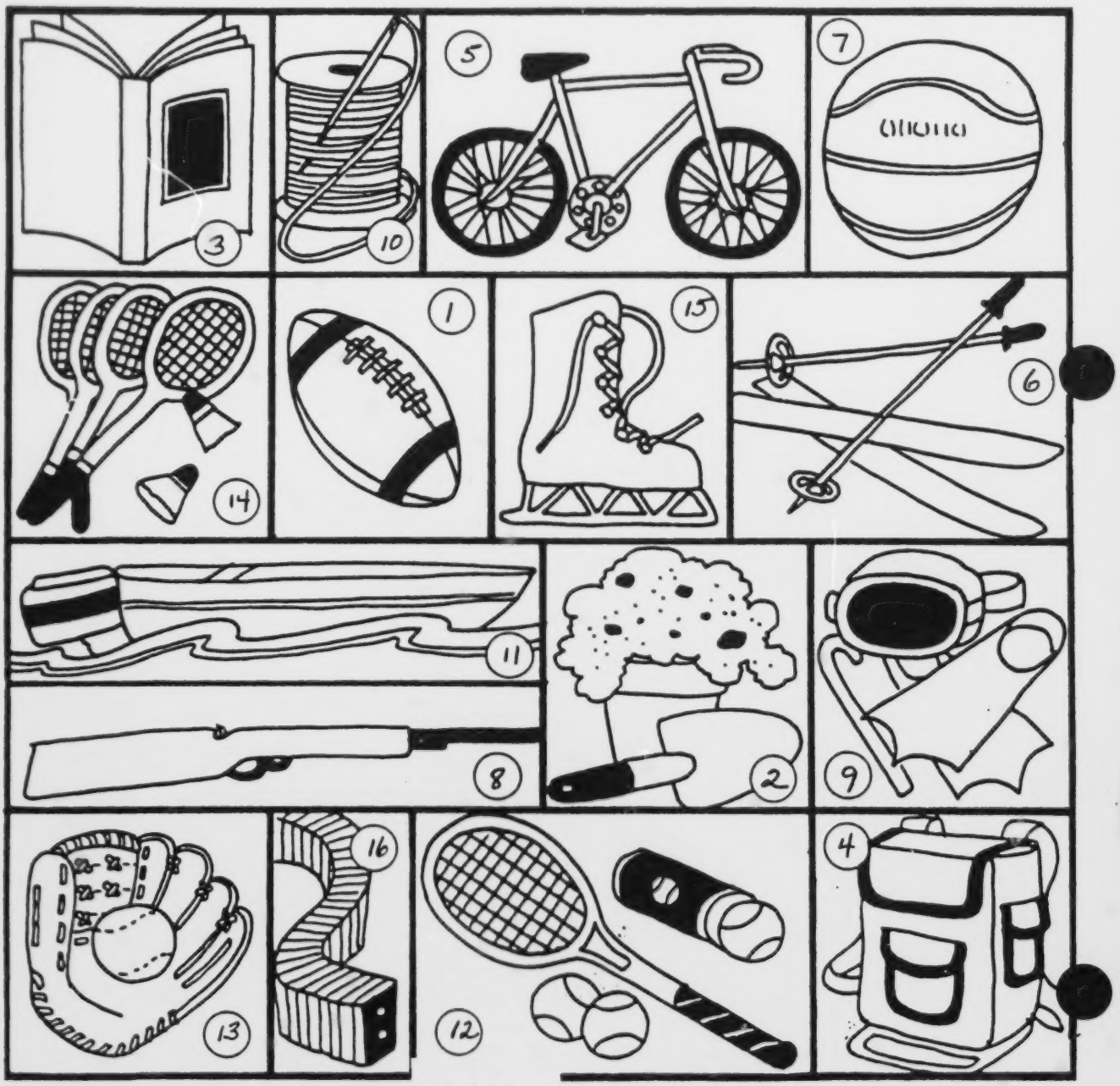
ANSWER KEY

LEISURE TIME TOOLS

Directions:

Write the number of the activity's name inside the matching picture.

1. Football
2. Gardening
3. Reading
4. Hiking
5. Bicycling
6. Skiing
7. Basketball
8. Hunting
9. Scuba diving
10. Sewing
11. Boating
12. Tennis
13. Baseball
14. Badminton
15. Ice skating
16. Dominoes



CAREERS IN SPORTS

Briefly describe each job:

1. Coach _____

2. Referee, umpire _____

3. Trainer _____

4. Equipment manager _____

5. Ticket manager _____

6. Accountant _____

7. Promoter _____

8. General manager _____

9. Scout _____

10. Sportswriter _____

11. Sportscaster _____

12. Novelties manager _____

Careers In Sports - Answer Key

1. Coach - One who instructs or trains a performer or team of performers.

2. Referee, Umpire - A sports official usually having final authority in administering a game.

3. Trainer - A person who prepares an individual or group for competition through teaching, discipline, and/or drill.

4. Equipment Manager - A person who is responsible for the condition and use of all equipment used by team members during practices, regular games, and when not in use.

5. Ticket Manager - The person in charge of ticket sales, etc.

6. Accountant - A Person who keeps records of all moneys spent and collected by the team organization.

7. Promoter - A person who assumes the responsibility for advertising, publicity campaigns, etc. in publicizing athletic events for financial gains.

8. General manager - A person who coordinates and oversees all the operations of a team organization.

9. Scout - A person who attends sporting events to look for prospective players. and/or other teams' plays and players.

10. Sportswriter - A person who writes articles, which are related to players and sporting events, for newspapers and magazines. They usually work under the pressure of meeting deadlines.

11. Sports caster - A person who describes what is taking place during the game and/or provides colorful facts about the players while the game is being played.

12. Novelties manager - A person who is in charge of selecting and selling various items such as T-shirts, hats, mugs, etc. which carry the team's logo.

ATHLETES IN THE NEWS

Look through current magazines and newspapers and write the name of a woman or a man who participates in each of the sports pictured. Write a sentence telling an important fact about that person. Label each newspaper or magazine article and attach to this sheet.

Name _____
Fact _____
_____
_____

Name _____
Fact _____
_____
_____

Name _____
Fact _____
_____
_____

Name _____
Fact _____
_____
_____

Name _____
Fact _____
_____
_____

ALMANAC SPORTS ROUNDUP

Use the Quick Reference Index and the General Index of the *World Almanac* to answer the following questions:

1. In the Quick Reference Index of the *World Almanac*, what pages are listed for the topic **Sports?** _____

2. (a) What horse was the winner in the most recent Kentucky Derby? _____

   (b) Who was the jockey? _____

3. (a) What athlete earned the highest estimated salary last year? _____

   (b) How much did he or she earn? _____

4. (a) Where were the first modern Olympic Games held? _____
   (b) In what year were they held? _____

5. Name five notable sports personalities and their sports:

	Athlete	Sport
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

6. Who is listed as the National Junior Girls' Tennis Champion? _____

7. What is the traditional distance of the Boston Marathon? _____

8. For what sport is the America's Cup given? _____

9. In the most recent baseball World Series, how many home runs were hit? _____

10. In what city is the Cotton Bowl played? _____

The answers to this sheet should come from the almanac you are using in your class.

SPORTS SKILLS

Supply the missing letters. In each word, one or more vowels (a, e, i, o, u) are left out. Complete the word.

Boxing	**Skiing**	**Tennis**
f_ _tw_rk	h_rr_ngb_ne	f_r_h_nd
f_ _nts	k_ck t_rn	b_ckh_nd
sp_rr_ng	sn_wpl_w	s_rv_ce
r_ght-cr_ss	_ph_ll chr_st_ _	v_ll_y
bl_ck_ng	st_m t_rn	l_b
Ice Skating	**Roller Skating**	**Skateboarding**
f_rw_rd	T-p_s_t_ _n	c_ _st_ng
b_ckw_rd	cr_ss _v_rs	wh_ _l_ _ st_ps
gl_de	j_mps	p_mp_ng
f_g_r_ _ _ght	sp_ns	k_ck t_rns
d_p	d_nce h_lds	r_t_t_ _ns
Baseball	**Golf**	**Football**
thr_w_ng	b_cksw_ng	pl_c_k_ck
c_tch_ng	p_tt_ng	k_ck_ng
r_nn_ng	ch_pp_ng	t_ckl_ng
b_tt_ng	_r_n sh_t	bl_ck_ng
p_tch_ng	w_ _d sh_t	p_nt_ng
Gymnastics	**Basketball**	**Volleyball**
h_ndst_nd	dr_bbl_	s_rv_ng
spl_ts	p_ss_ng	sp_k_ng
c_rtwh_ _ls	l_y-_p	bl_ck_ng
v_ _lt_ng	j_mp_ng	p_ss_ng
h_ndspr_ng	h_ _k sh_ t	j_mp_ng

ANSWER KEY
SPORTS SKILLS

Supply the missing letters. In each word, one or more vowels (a, e, i, o, u) are left out. Complete the word.

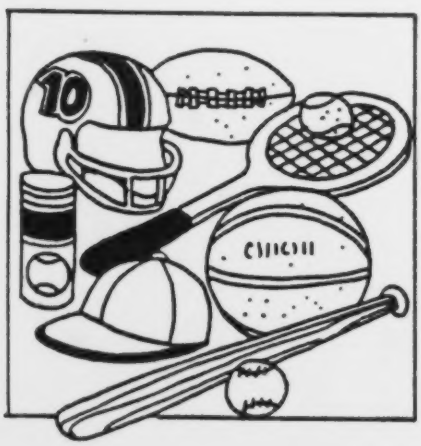
Boxing	**Skiing**	**Tennis**
fo otwork	harringbone	forehand
fe ints	kick turn	backhand
sparring	snowplow	serve
right-cross	uphill christie	volley
blocking	stem turn	lob
Ice Skating	**Roller Skating**	**Skateboarding**
forward	T-position	coasting
backward	cross overs	wheelie steps
glide	jumps	pumping
figure eight	spins	kick turns
dip	dance holds	rotations
Baseball	**Golf**	**Football**
throwing	backswing	placekick
catching	putting	kicking
running	chipping	tackling
batting	iron shot	blocking
pitching	wood shot	punting
Gymnastics	**Basketball**	**Volleyball**
handstand	dribble	serving
splits	passing	spiking
cartwheels	lay-up	blocking
vault	jumping	passing
handspring	hook shot	jumping

OPTIONAL ACTIVITIES

1. Children plan a classroom "Hall of Fame" honoring Today's Outstanding Athlete. Each child selects a sports figure and writes a report on why that person should be honored. The class discusses the criteria that might be used in selecting the athlete, then votes on Today's Outstanding Athlete.

2. Divide the class into teams for "Charades." Use the Leisure Time Activities. (See Worksheet Answers for Sporting Categories, p. 152, for the pantomime topics.)

3. Each child invents a new game for two or more players. The game is to be safe but fun. All of the rules must be written down and the game must have a name. The "inventor" will explain the game to the class.



4. Ask the children to bring sports equipment to class for a brief "show and tell" report. They should be prepared to give the following information:

   a. The name of the equipment and the sport for which it is used.

   b. The names of the materials needed to make it.

   c. Where it was made.

   d. Where it can be purchased and the cost.

5. Children give oral reports telling about a hobby, such as painting, antique collecting, glass collecting, or crafts. It may be the individual's hobby or one that is researched. The report should be at least one minute long and be accompanied by a visual aid.

SPORTING CATEGORIES

In each square, write a word that begins with the letter at the top of the column and is in the category in the left-hand box.
Use classroom and library resources if needed.

	G	A	M	E	S
Leisure Time Activities					
Last name of Professional Athletes					
National Parks					
Summer Olympics					

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TRAVEL AGENT

Hospitality and Recreation Cluster

Persuasive Interest Area

SUBJECT CORRELATION: Social Studies, Geography, Math

JOB DESCRIPTION: A travel agent's main duties are to listen as their clients describe the trips they want to take, to give clients information about tours, hotels, and rates, and to make travel arrangements for them.

MATERIALS NEEDED:
Travel Agent Activity Sheet
Occupational Awareness Mini-Brief
Occupational Outlook Handbook
Timetable for Trains
Mileage Chart
Interest Survey

INSTRUCTIONS:

1. Read the job information about the travel agent from the available materials.
2. Complete job information questions.
3. Complete activities using timetables and mileage charts.
4. Complete Interest Survey.

TRAVEL AGENT

I. Read the job information about the travel agent and answer the job information questions below.

1. What is a travel agent?

2. What type of arrangements do travel agents make?

3. Name the courses you can take in high school to prepare you for this career.

4. To advance to supervisory or managerial positions, what education is helpful?

5. What kind of person would make a good travel agent?

II. ACTIVITY: As a travel agent, part of your duties will require you to be able to read time tables and schedules.

This is the timetable for two trains that go from Sunnygate to Grantville and from Grantville to Sunnygate. It tells the places the trains stop and what time they arrive at each place. Study the timetable carefully before answering these questions.

Sunnygate	8:15 A.M.	9:00 A.M.
Bayswater	8:30	
Spring City	9:00	
Brownsville	9:12	
High Rock	9:28	
Red River	10:00	10:22
Leesville	10:10	
Newtowne	10:25	
Valley Stream	10:34	10:48
Oak Harbor	11:10	
Brookline	11:35	
Pleasantville	11:47	
Rocky Mount	11.58	
Grantville	12:10 P.M.	12:00 noon

Grantville	2:00 P.M.	3:05 P.M.
Rocky Mount	2:12	
Pleasantville	2:23	
Brookline	2:35	
Oak Harbor	3:00	
Valley Stream	3:36	4:17
Newtowne	3:45	
Leesville	4:00	
Red River	4:10	4:43
High Rock	4:42	
Brownsville	4:58	
Spring City	5:10	
Bayswater	5:40	
Sunnygate	5:55	6:05

1. How many stops does the 8:15 train make before it gets to Grantville? _____

2. How many stops does the 9:00 train make? _____

3. How long does the 2:00 train take to go from Grantville to Sunnygate? _____

4. How long does the 3:05 train take? _____

5. Which train is faster -- the 8:15 or the 9:00? _____

6. Going from Sunnygate to Grantville, which stop comes after Newtowne? _____

7. Going from Grantville to Sunnygate, which stop comes after Newtowne? _____

8. If you had to be in Grantville at noon, which train would you take? _____

9. Which is the first stop the 3:05 train makes?

_____

10. If you had to go from Rocky Mount to Valley Stream, which train would you take? _____

11. If you had to go from Grantville to Valley Stream, which train would you take? _____

12. If you wanted to go from Sunnygate to Newtowne and return the same day, how much time could you spend in Newtowne?

_____

III. Number your paper from 1 to 5. Using the mileage chart, determine the miles between the following cities. Write the miles on your paper.

1. Fayetteville and Cape Hatteras _____
2. Gastonia and Henderson _____
3. Laurinburg and Mount Airy _____
4. North Wilkesboro and High Point _____
5. Chapel Hill and Fayetteville _____

IV. INTEREST SURVEY

Job Rating: Number your paper from 1 to 10. Read the sentences below. Put an "X" beside the number if the sentence is true for you.

_____ 1. Do you enjoy helping people?

_____ 2. Do you have a good memory for facts and figures, and do you enjoy working with them?

_____ 3. Do you enjoy reading?

_____ 4. Are you an organized person?

_____ 5. Are you interested in a foreign language?

_____ 6. Do you stick to your job until it is completed?

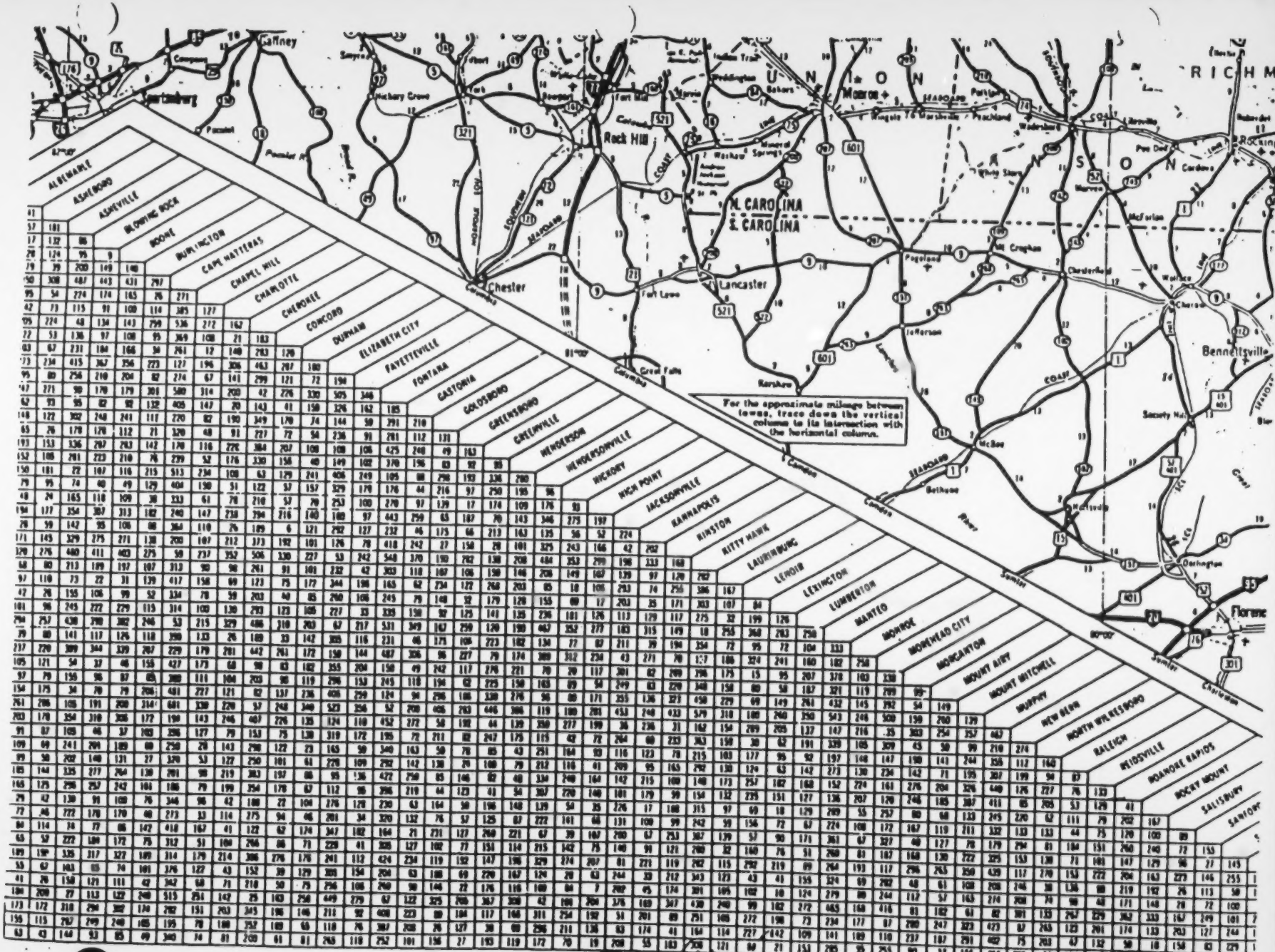
_____ 7. Can you read a map?

_____ 8. Do you enjoy traveling to different places?

_____ 9. Would you like to take courses in geography?

_____ 10. Do you like selling products and persuading people?

_____ TOTAL Xs (Count the Xs to get your rating for this job.)



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TRAVEL AGENT
ANSWER KEY

I. 1. A travel agent is a person who makes travel arrangements for clients.

2. The agent advises on destinations; makes arrangements for transportation, hotel accommodations, car rentals, tours, and recreation; or can plan the entire vacation package for the client.

3. Computer science, geography, foreign languages, and history.

4. Courses in accounting and business management are helpful.

5. One who has had travel experience, has good selling skills, is pleasant and patient, and is able to gain the confidence of the clients.

II. 1. 13
2. 3
3. 3 hours and 55 minutes
4. 3 hours
5. 9:00
6. Valley Stream
7. Leesville
8. 9:00
9. Valley Stream
10. 2:00
11. 3:05
12. 5 hours and 20 minutes

III. 1. 274 miles
2. 196 miles
3. 158 miles
4. 72 miles
5. 67 miles

IV. Answers will vary.

COURSE: Exploring Career Decisions UNIT: Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.10 Simulate a variety of job tasks in the Manufacturing Cluster.

TIME: 1.5 hours

OUTLINE	STRATEGIES/ACTIVITIES
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

Resources:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheet from Objective 5.04

APPLIANCE REPAIRER

Manufacturing
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Math, Drafting

JOB DESCRIPTION: An appliance repairer combines plumbing, electrical, and mechanical skills to keep large home applicances working. New kinds of appliances, such as home exercise equipment, insure appliance repairers of plenty of work in the future.

MATERIALS NEEDED:
Appliance Repairer Card Game
Appliance Repairer Answer Sheet
Washing machine diagram
Washing machine parts price list
Appliance Repairer Answer Key

INSTRUCTIONS: Follow steps in Task 1 and Task 2 on the Appliance Repairer Answer Sheet.

APPLIANCE REPAIRER ANSWER SHEET

TASK 1

Play the Appliance Repairer Card Game. Answer the following questions, using the information you read.

1. Where do most appliance repairers do their work? _____

2. Name three tools used by an appliance repairer. _____
_____

3. Why must an appliance repairer be a good listener and communicator?
_____
_____

4. Name three types of systems that an appliance repairer must know how to service. _____
_____

5. What is the salary range for an appliance repairer? _____

TASK 2

Read each service call situation carefully. Use the machine diagram and price list to give the customer an estimate of what the repair bill will be. Figure the basic fee for a service trip at $24.95. Use of the figureof $20.00 per hour for the labor charge.

The Smiths' washing machine has a broken agitator. One of their kids dropped a brick inside the machine and cracked the agitator. It will take about 15 minutes to take the agitator off and about as much time to put the new one on. You don't have the right agitator on the van so you will have to go pick up the part at the service center. It will take about half an hour to pick up the part. You will charge for the time spent picking up the part, not an additional service trip. Figure an estimate (within $5.00) for the customer.

Smiths' estimate _____

Mr. Jones did not know that a washing machine dial should be turned only clockwise. He sometimes turned the knob counterclockwise. Now the washing machine does not run through the cycles as it should. It usually takes about an hour and a half to change the timer motor that goes bad in the dial and to rewire the circuits. Figure an estimate (within $5.00) for Mr. Jones.

Jones' estimate _____

After you have completed the work on Mr. Jones' washer, what can you tell him about how better to use his machine? Write what you would say. _____
_____

Servicing electronic exercise equipment and major kitchen and laundry applicances is the work of an applicance repairer. Some also service heating and air conditioning units.	Appliance repairers are also called service technicians.	Major appliances are usually repaired in a customer's home.	Appliance repairers carry their tools and commonly-used parts with them on their van or truck.
Service manuals and troubleshoot-ing guides help an appliance repairer to find the trouble in a machine.	Testing devices like volt and am meters help the repairer find faulty electrical parts.	Once the problem is found, the repairer makes the necessary repairs.	Tools of the trade are screwdrivers, pliers, soldering gun, and files.

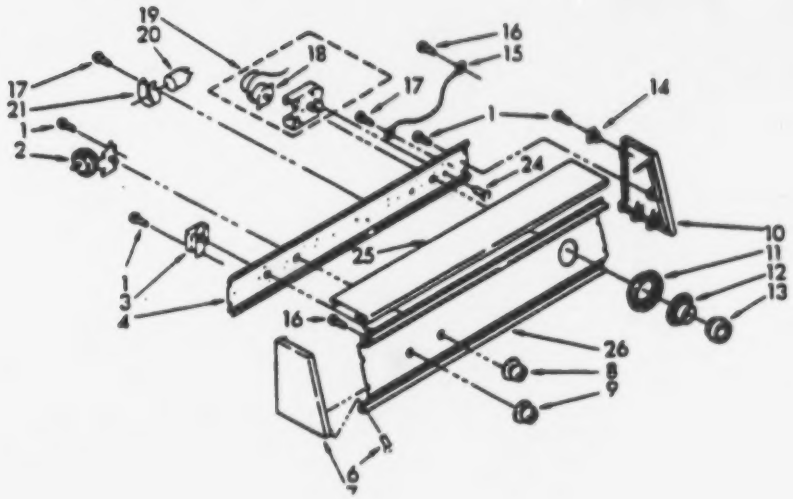
THE OLD MAID GAME

DIRECTIONS:

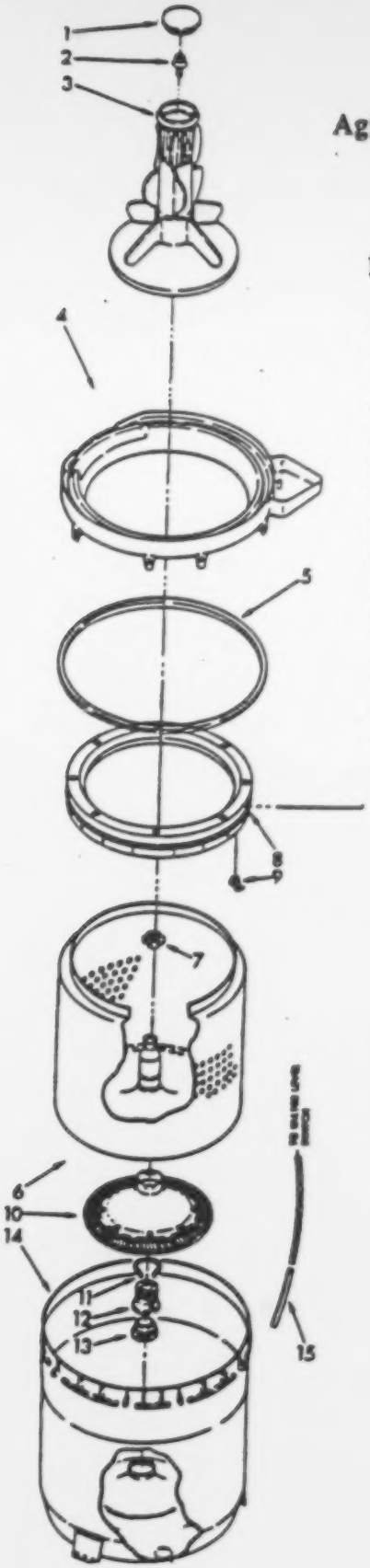
- Distribute all cards to everyone playing the game.
- Take turns drawing a card from each other around the table. Try to form a matching pair. Remove the match from your hand.
- The person left with the last card is the "old maid."

Appliance repairers must listen carefully to the customer's description of the problem and to the sound of the machine. They may also need to instruct the customer in how to better use the appliance.	Math skills are needed to make estimates, keep a record of time and parts used on the job, and calculate charges.	Heavy lifting and electrical shock are two dangers of this occupation.	The number of jobs is expected to increase because of the development of new appliances such as exercise equipment.
Nine out of 10 service technicians work for stores that sell appliances.	Trade school, on-the-job training, and some armed forces training programs are helpful to learn this trade. Most companies have training programs with seminars to train repairers on new machines.	The salary range for an appliance repairer is $15,600 to $24,000, depending on experience and location.	Many machines serviced by a repairer combine plumbing, electrical, and mechanical systems.

Washer Console



Illus.#	Part #	Description	Price
1	90767	Screw 8a x 3/8	.19
2	3347891	Water level switch	29.49
3	660743	Water temperature switch	8.99
4	388251	Control bracket	3.99
6	388326	Screw 8-18	.49
7	388203	End cap (L.H.)	11.49
8	388031	Water level control knob	3.99
9	388031	Temperature control knob	3.99
10	388209	End cap (R.H.)	11.49
11	388257	Trim ring	.99
12	387997	Timer dial & guard	6.49
13	387987	Timer knob	3.49
14	689559	Push-in nut (2)	.30
15	388853	Ground wire	.59
16	359625	Screw 8-18 x1/2 (3)	.49
17	90864	Screw 10-24 x 3/8	.59
18	63491	Timer motor	28.99
19	3347178	Timer, 60 Hz.	81.99
20	357021	Motor start capacitor	6.99
21	357030	Capacitor clamp	.49
24	96435	Timer mounting screw (2)	.59
25	388215	Upper console panel	13.49
26	388235	Lower console panel	48.99



Agitator, Basket, and Tub Parts

Illus.#	Part #	Description	Price
1	62725	Agitator cap	4.49
2	358237	screw and washer	2.49
3	63377	Agitator	22.99
4	387966	Tub ring & gasket	21.99
5	63222	Gasket for tub ring	3.99
6	387713	Basket & balance ring	88.99
7	21366	Spanner nut	2.49
8	387868	Balance ring	17.49
9	387867	Clip, balance ring	.39
10	62941	Filter, plate	11.99
11	62942	Lock, filter	1.15
12	357782	Block, basket drive	5.49
13	383727	Gasket, centerpost	1.19
14	63125	Tub	63.99
15	3347776	Hose, pressure switch	4.49

APPLIANCE REPAIRER ANSWER KEY

TASK 1

Play the *Appliance Repairer Card Game.* Answer the following questions, using the information you read.

1. Where do most appliance repairers do their work? in the customer's home

2. Name three tools used by an appliance repairer. volt or ammeter, screwdrivers, pliers, files, and soldering guns

3. Why must an appliance repairer be a good listener and communicator? LISTENER to understand the customer's description of the problem and to listen to the machine. COMMUNICATOR to tell the customer how better to use the machine.

4. Name three types of systems that an appliance repairer must know how to service. plumbing, electrical, and mechanical

5. What is the salary range for an appliance repairer? $15,600 to $24,000, depending on experience and location.

(There are ten answers in the above section. Some answers may have more than one word to them. Answers are separated by a comma.)

TASK 2

Smiths' estimate: $67.94	Because this was an estimate within $5.00, any figure between $62.94 and $72.94 is correct.	$22.99	part
		24.95	trip
		20.00	labor
		$67.94	Total
Jones' estimate: $83.94	Range of acceptable answers is $78.94 to $88.94	$28.99	part
		24.95	trip
		30.00	labor
		$83.94	Total

Your comments to Mr. Jones: Some polite explanation that the dial is made to work by being turned in a clockwise direction. Turning it counterclockwise causes the mechanism inside the dial to break.

ENGINEER

Manufacturing
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Math, Geometry, Geography, Reading

JOB DESCRIPTION: Engineers determine much of what goes on in a manufacturing plant. A plant might have electrical engineers, industrial engineers, chemical engineers, and mechanical engineers.

MATERIALS NEEDED:
Occupational Outlook Handbook
Map of North Carolina
Engineer Answer Sheet

INSTRUCTIONS:

A. Read the article on the job of an engineer and answer the job information questions.

B. Determine the production cost for one day in the plant, using the information and instructions provided.

C. Using a map of North Carolina, choose the town or city that meets the necessary qualifications for building a new plant.

ENGINEER

I. Who are plant engineers?

Step 1. Read the section on engineers in the Occupational Outlook Handbook.

Step 2. Put the answers to the following questions on your Answer Sheet.

Job Information Questions

1. How many engineers are in the United States?
2. What is the employment outlook for engineers?
3. What training is needed to become an engineer?
4. Name two kinds of engineers.
5. Which type of engineer interests you most?

ANSWER SHEET

I. Job Information Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

II. _____
Total cost of production for one day

III. _____

_____

_____

_____

_____

II. Most engineers need the same basic abilities. Engineering programs involve math, basic science, chemistry, and physics. In this experience, you will be doing a job task that is done by industrial engineers. They look at the total cost of production to see if the company can cut costs in order to make the products sell at a lower price. You will use your mathematical abilities to determine the production cost for one day in your plant.

Step 1. You will follow each step. Put your answers on your Answer Sheet.

Step 2. Your company can make 5,000 hats in one day. Multiply 5,000 hats times 4 yards of material per hat to give you the number of yards needed in one day.

5,000
x 4
_____

Step 3. Multiply the answer from Step 2 by $.50 cost per yard to give you the cost of cloth used in one day.

_____
x .50
$.

Step 4. Divide the number of hats (5,000) by 5 (the number of hats per package) to get the number of packages of binding needed.

_____
5/5,000

Step 5. Multiply the answer from Step 4 by $.10 per package to find the cost of binding.

_____
x .10
$.

Step 6. Now add these costs for one day;

From Step 3	$	cost of cloth
From Step 5		cost of binding
	50.00	cost thread
	1,500.00	cost of labor
	1,000.00	equipment, repairs, etc.
	1,000.00	utilities, taxes, packaging
	100.00	transportation
	$	TOTAL COST OF ONE DAY'S PRODUCTION

Step 7. Now, to find out how much you have to charge for the hats, you divide the total cost of producing the hats by the number of hats (5,000)

5,000 /_____

Step 8. Show your answers to your teacher.

III. One problem that engineers are faced with is where to locate a new plant. Let's see if you can solve a situation like this:

Step 1 Get a map of North Carolina. Your company has a plant located in Hickory, North Carolina on the Catawba River. Your company has had so much business from eastern North Carolina that it has decided to build a new plant in that area.

Step 2 At the last Board meeting, the following qualifications for the new plant location were discussed. The engineers of the plant were appointed to determine the best location. Read the qualifications:

1. location near a water source;
2. location in a city of 10,000 people or more;
3. location where it can serve all of eastern North Carolina and part of the piedmont section;
4. easy to reach by using mainly multilane (four or more lanes) highways from Hickory.

Step 3 On your map you will find a key or legend which will help you solve this problem. Look at the road classifications, the map symbols, and the population guides to help you find the cities with the qualifications needed.

Step 4 Below you will find a list of 11 towns and cities with at least two of the qualifications needed. Using the information in Steps 2 and 3, choose the town or city which best meets the stated qualifications. Write your choice on your Answer Sheet.

Greenville	Washington	Fayetteville
Kinston	Williamston	Goldsboro
Jacksonville	Wilmington	Elizabeth City
New Bern	Morehead City	

Step 5 Explain on your Answer Sheet why you chose that location.

ANSWER SHEET KEY

I. Select answers from the OOH used in your classroom, as each new printing contains updated information.

II.

Step 2	(20,000)
Step 3	($10,000.00)
Step 4	(1,000)
Step 5	($100.00)
Step 6	$10,000.00 cost of cloth
	100.00 cost of binding
	$13,750.00 TOTAL COST OF ONE DAY'S PRODUCTION
Step 7	($2.75)

III. Opinion

LITHOGRAPHIC PLATEMAKER

Manufacturing Cluster

Artistic Interest Area

SUBJECT CORRELATION: Art

JOB DESCRIPTION: Lithographic platemakers make printing plates that are treated with chemicals to allow areas exposed to light to harden and to become water-repellent which form a printed design. This activity allows for the preparation of a colored paper pattern that can be transferred with heat to a garment.

MATERIALS NEEDED:
Fabric crayons (may be ordered from Morgan Brothers School Supply)
Patterns created by the students
A garment for transfer
White sheets of paper
Ironing board and iron

INSTRUCTIONS:

A. Complete an occupational information research sheet using career information resources.

B. To prepare the design (paper pattern):

1. Create a simple design; too much detail is hard to color.

2. Outline pattern with a dark pen so that the design can be seen on the reverse side.

3. Color the design on the reverse side.

4. Bear down with the fabric crayons; blow away all ALL extra particles.

C. (OPTIONAL) To transfer the design:

1. The garment should be a synthetic blend.

2. Place the garment on an ironing pad. Lay the design face down on the fabric.

3. Top with sheets of white paper to protect the garment from the heat of the iron.

4. Place several sheets of white paper between the front and back of the garment when transferring the design.

5. Use the "Cotton" setting for the iron. Keep a steady pressure as you iron over the entire design. DO NOT move the iron too much or the image may blur.

6. Press until the image is slightly visible through the back of the paper.

7. Remove design paper carefully.

8. Decorated fabrics can be machine-washed using warm water and "Gentle" cycle. DO NOT PLACE IN DRYER.

TOOL AND DIE MAKER

Manufacturing
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Math, Drafting, Physics, Industrial Technology, Welding

JOB DESCRIPTION: A tool and die maker makes fixtures that hold metal while it is being drilled or stamped and makes forms that shape metal in forging operations.

MATERIALS NEEDED:

Tool and Die Maker Job Fact Sheet
Tool and Die Maker Answer Sheet
Tool and Die Maker Answer Key
4" length of 2" x 4" piece of wood
Crosscut saw
Claw hammer
Finish nails
Telephone wire
Wire cutters
Tape

INSTRUCTIONS: Follow steps in Task 1 and Task 2 on the Tool and Die Maker Answer Sheet.

TOOL AND DIE MAKER JOB FACT SHEET

Nature of Work

Tool and die makers are highly skilled workers. They make tools, dies, and special holding devices for machines. These items enable machines to produce thousands of identical parts. Toolmakers produce jigs and gauges. A jig is a device that holds metal while it is bored, stamped, or drilled. A gauge is used to measure the accuracy of precision parts. Die makers make dies and molds. Dies are forms used to shape metal by forging and stamping operations. Molds are used to form parts by casting molten material.

Tool and die makers must have a broad knowledge of machining operations, mathematics and blueprint reading. They use almost every type of machine tool and precision instrument. They also must know a great deal about the properties of different types of metals. They must be able to work from blueprints and plan the steps necessary to make a tool or die. They measure and mark pieces of metal that will be cut to form parts of the final product. They then do the cutting, boring or drilling that is required. They check the accuracy of the final product to see that it is right. They then assemble the parts and do finishing operations such as filing or grinding. Tool and die makers work with little direct supervision. They must produce extremely precise parts quickly and economically.

Working Conditions

Most tool and die makers work in special tooling rooms that are set apart from the noise of the production floor. Because they work with machine tools, they must know safety procedures. This includes wearing eye and ear protection. These workers are on their feet most of the day. There may be some lifting of moderately heavy parts although most machine shops are equipped with overhead hoists (a motorized lift system). Most companies employ tool and die makers one shift per day. Overtime and holiday work may be necessary during times of heavy production.

Employment

In 1986 there were 160,000 tool and die makers employed in the United States. Most of them are employed in the midwestern and the northeastern sections of the country. Most of the workers are employed by tool and die companies and the automobile, aircraft, and machine industries.

Training, Other Qualifications, and Advancement

A formal apprenticeship program is how most tool and die makers learn their trade. Some do learn through on-the-job training. A high school education or vocational school training is preferred by employers. Shop math, blueprint reading, metalworking, physics, and drafting are courses helpful to a future tool and die maker. Those workers who learn through an apprenticeship program usually require several years of experience after the apprenticeship to master their trade. Tool and die makers who learn through on-the-job training often acquire their skill through many years of experience as a machinist. Good eyesight is necessary for the precision work.

Job Outlook

Employment for tool and die makers is expected to increase more slowly than the average for all occupations through the year 2000. The increase in foreign manufactured parts is one of several reasons. Workers in this occupation tend to stay because of the time invested in learning the trade. Tool and die makers are often the last ones laid off when an industry hits a slump in production because they are hard to replace.

Earnings

In 1986 the average tool and die maker earned $510 per week.

TOOL AND DIE MAKER ANSWER SHEET

TASK 1

Read the Tool and Die Maker Job Fact Sheet. Answer the following questions using the information you read.

1. Tool and die makers make jigs to _____ and dies to _____. They also make gauges and measuring devices.

2. Tool and die makers must have a good knowledge of all kinds of _____ operations.

3. Most tool and die makers learn their job through _____ _____ program. Some learn through _____ _____ _____ _____.

4. In 1986 the average tool and die maker earned _____ per year (52 weeks in a year).

5. The employment outlook for tool and die makers is _____ because of modern machinery.

TASK 2

You are going to make a die to simulate what a tool and die maker's work is like. Your die will make a Christmas tree ornament. Follow these directions. Read each instruction carefully. Check off each step as you complete it.

a._____ Measure and cut a 4" piece of wood from the 2" x 4".

b._____ Cut out the box on this answer sheet and tape it to your wood.

c._____ Drive a nail halfway into the wood everywhere you see a small circle. You have now finished the die.

d._____ Cut a piece of wire 12 inches long.

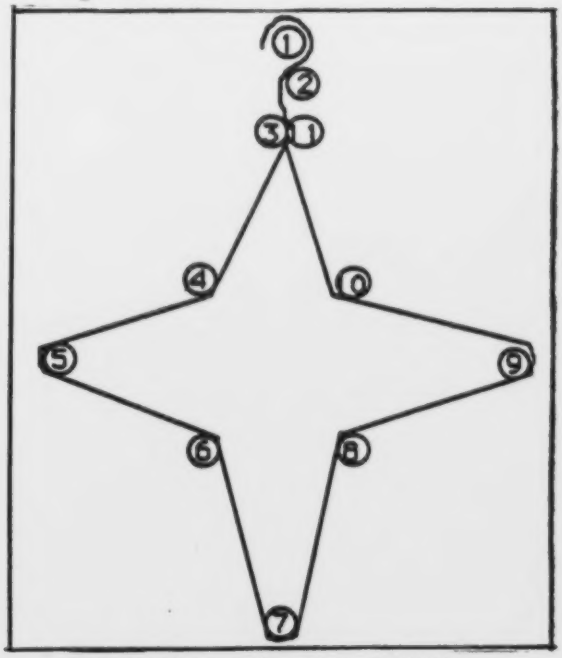
e._____ Wrap the telephone wire around nail #1 once.

f._____ Follow the diagram, bending the wire in and out of the nails as shown.

g._____ Carefully life the wire off the nails.

h._____ Twist the end of the wire around the base of the hook.

i._____ Turn in your die, a sample ornament, and this answer sheet.



CLEAN UP! PUT ALL TOOLS BACK WHERE THEY BELONG!

TOOL AND DIE MAKER ANSWER KEY

Suggested Introductory Activity: View the *Tool and Die Maker* (program 2) on the Good Work I series. This program is a good five-minute synopsis about the tool and die maker career. This series is available from North Carolina School Television. Check with your school librarian for a schedule for program airing times. For information about borrowing to record from your regional education center, you will have to work through your local school librarian.

TASK 1

Read the Tool and Die Maker Job Fact Sheet. Answer the following questions using the information you read.

1. Tool and die makers make jigs to hold metal while it is bored, stamped, or drilled and dies to shape metal in forging and stamping operations. They also make gauges and measuring devices.

2. Tool and die makers must have a good knowledge of all kinds of machine operations.

3. Most tool and die makers learn their job through an apprenticeship program. Some learn through on the job training.

4. In 1986 the average tool and die maker earned $26,520 per year (52 weeks in a year).

5. The employment outlook for tool and die makers is poor because of modern machinery.

(There are seven answers in the above section. Some answers may have more than one word to them. Answers are separated by a comma or word break.)

TASK 2

The student's die should resemble the figure on the answer sheet.

TASK 3

You may want to challenge your students to create their own dies using the same basic materials.

WELDER

Manufacturing Cluster

Mechanical Interest Area

SUBJECT CORRELATION:	Mathematics, Drafting, Physics, Chemistry, Electricity
JOB DESCRIPTION:	Welders use electricity or gas to join metal. Welders assist with the construction and repair of ships, automobiles, bridges, spacecraft, and buildings.
MATERIALS NEEDED:	Welder Game Board (small and large sheets) Welder Answer Sheet Welder Answer Key
INSTRUCTIONS:	Follow steps in Task 1 and Task 2.

Welders Game

Take turns moving around the game board to learn about the job of a welder. Read each space along the way.

START HERE

Arc Welder Specialization

Welding is one of the most common ways to join metal parts.

How does welding work? *Forward one space*

Heat is applied to the metal pieces to be joined, causing the metal to melt and permanently bond together.

Welding is used to build ships, automobiles and aircraft, as well as household appliances.

Steel used in buildings, bridges, and highways are also joined by welding.

There are more than forty different welding processes. These processes can be grouped into three categories.

Arc Gas Resistance

Resistance welding is a machine process. The job of feeding materials into a resistance welder does not require a lot of skill.

Learning to operate a resistance welder requires a few months of on the job training. Robots can be used to do this kind of welding.

All welders must be able to lay out work from drawings, blueprints or specifications

Arc and gas welds are performed by machine and manually.

Gas and arc welding that is manually performed requires several years to master.

Semi-skilled manual welders do repetitive work that does not involve critical safety and strength requirements.

Highly skilled manual welders work on submarines, nuclear reactors, ships and bridges.

Gas welding uses a torch fueled by a gas to create heat to melt the metal being welded. A filler rod is used to add metal to the molten edges to make a stronger bond.

Arc welding uses electricity as a source of heat to melt the metal. An electrode is connected by a heavy cable to the welding machine. A ground cable connects the welding machine to the material being welded. When the electrode is touched to the metal an electrical current is started. The welder then must keep the electrode just above the metal so that an electrical arc is maintained.

Free space

take another turn.

There are controls on the welding machine that are used to create the proper electrical current.

Cutting metal can also be done by a welder. The gas or electrical current is increased so that it burns through the metal.

How do welders control the melting metal edges?

Forward one space

A welder must carefully clamp the metal before welding. During welding the welder must direct the heat to the edges.

Lose a turn

What special qualifications does a welder need?

Forward one space

A welder must have good eyesight, manual dexterity, and eye-hand coordination. They should be free of any physical disabilities and be able to concentrate on detailed work.

What type of education is needed to become a welder? Forward one space

A high school diploma is a must. Welding training in high school or a vocational school will give a person the knowledge necessary to develop the skill of welding.

Courses in math, mechanical drawing, physics, and chemistry are very helpful.

In 1986 welders earned $10 to $16 per hour depending on their skill level and where they worked. Those who work in hazardous conditions like bridges and coal mines earn even more.

How do welders advance in their trade?

Forward 2 spaces.

Most welders start in simple production jobs.

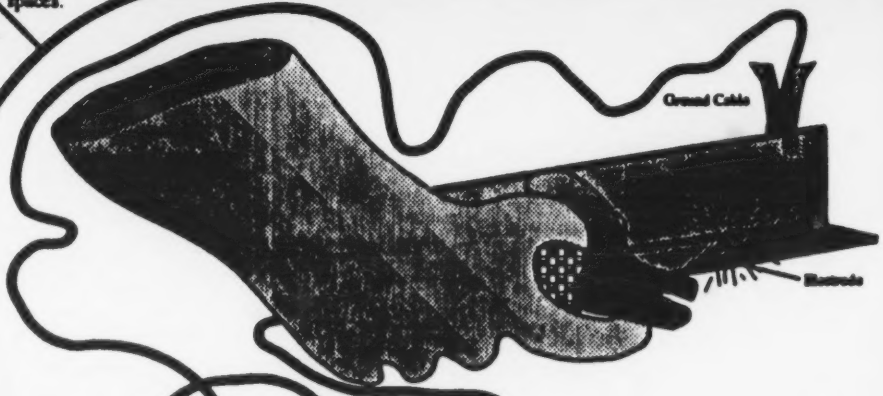
A welder must become capable of more difficult work to advance. Welding inspector, technician, or foreman are positions to which a good welder can be promoted.

WELDING MASK

A welder must wear protective clothing. Sparks from the welding can cause burn to the skin and the light produced can damage eyes.

Welders must wear goggles or helmets with protective lenses. Heavy leather gloves protect their hands. A leather apron, long sleeve shirts, and long pants protect their skin. Heavy shoes are needed to protect feet from metal pieces that could fail.

It is important to have good ventilation in a welding area. The molten metal produces toxic gases.



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1086

Welding is one of the most common ways to join metal parts.

How does welding work?
Forward one space

Heat is applied to the metal pieces to be joined, causing the metal to melt and permanently bond together.

Welding is used to build ships, automobiles and aircraft, as well as household appliances.

1047

How do welders advance in their trade?

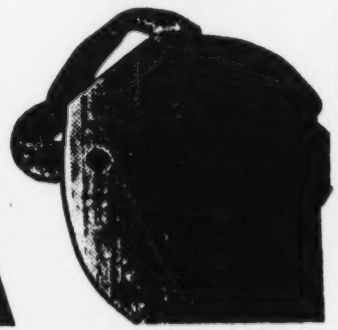
Forward 2 spaces.

In 1986 welders earned $10 to $16 per hour depending on their skill level and where they worked. Those who work in hazardous conditions like bridges and coal mines earn even more.

Most welders start in simple production jobs.

A welder must become capable of more difficult work to advance. Welding inspector, technician, or foreman are positions to which a good welder can be promoted.

WELDING MASK



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1098

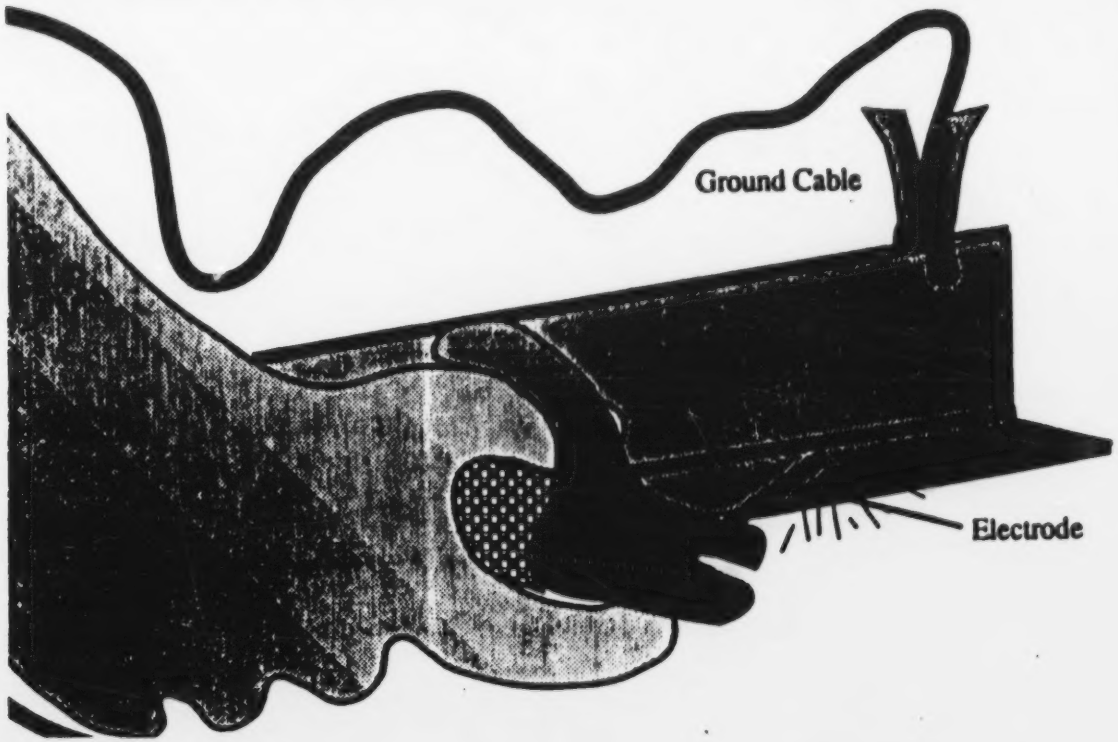
Courses in math, mechanical drawing, physics, and chemistry are very helpful.

A high school diploma is a must. Welding training in high school or a vocational school will give a person the knowledge necessary to develop the skill of welding.

What type of education is needed to become a welder?

Forward one space

A welder must have good eyesight, manual dexterity, and eye-hand coordination. They should be free of any physical disabilities and be able to concentrate on detailed work.



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What special qualifications does a welder need?

Forward one space

Lose a turn

A welder must carefully clamp the metal before welding. During welding the welder must direct the heat to the edges.

1048

1100

Welders Game

Take turns moving around the game board to learn about the job of a welder. Read each space along the way.

It is important to have good ventilation in a welding area. The molten metal produces toxic gases.

How do welders control the melting metal edges?

Forward one space

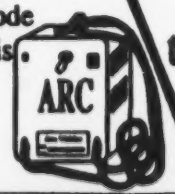
Cutting metal can also be done by a welder. The gas or electrical current is increased so that it burns through the metal.

There are controls on the welding machine that are used to create the proper electrical current.

Free space

take another turn.

Arc welding uses electricity as a sorce of heat to melt the metal. An electrode is connected by a heavy cable to the welding machine. A ground cable connects the welding machine to the material being welded. When the electrode is touched to the metal an electrical current is started. The welder then must keep the electrode just above the metal so that an electrical arc is maintained.



Gas welding uses a torch fueled by a gas to create heat to melt the metal being welded. A filler rod is used to add metal to the molten edges to make a stronger bond.

Highly skilled manual welders work on submarines, nuclear reactors, ships and bridges,

1101

1102

1049

WELDER ANSWER SHEET

TASK 1

Play the Welder Game. Using that information, fill in the following blanks:

1. Welders apply heat to metal pieces which causes the metal to _____ ___ _____ _____ _____.

2. The three categories of welding are: _____ _____ and _____.

3. Learning to operate a resistance welder takes a _____ _____ of ____ _____ _____. It takes _____ _____ to master manual gas and arc welding.

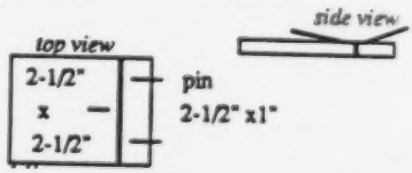
4. _____ or _____ protect a welder's eyes. Heavy _____ _____ protect their hands. To protect their skin, welders wear a _____ _____ , _____ _____ _____, and _____ _____. _____ _____ protect their feet.

5. Welders are paid according to their skill and where they work. The average pay for a welder in 1986 was _____ to _____ per hour.

TASK 2

Read all the instructions before starting. On the second reading, check off each step as you complete it.

_____ 2. You will need to cut the pieces of styrofoam listed:
____ 2 @ 2-1/2" x 2-1/2"
____ 1 @ 2-1/2" x 1"
____ 3" x 3/4"



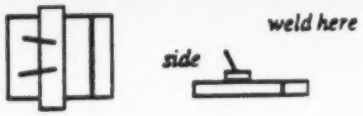
_____ 3. Pin together one 2-1/2" x 2-1/2" piece and the 2-1/2" x 1" piece to make a butt joint.

_____ 4. Lay the pinned pieces flat on the table top. In welding you cannot hold onto the pieces being welded because of the heat generated by the welding. Try to set up your work so that you don't have to touch the pieces during the welding.

_____ 5. Position the glue gun point about 1/16" above the end of the butt joint and begin to lay a bead of glue at the joint. Continue with the weld to the other end of the joint. The glue gun will melt the edges of the styrofoam as the hot glue is laid. This is what

happens to metal during welding. <u>If the welding rod is held too long in one place, a hole will burn into the metal. If the welding rod is not close enough to the metal, then the weld will be cold and can easily be ripped off.</u>

_____ 6. Pin the 3" x 3/4" piece on top of the piece you just welded. This will be a lap joint.



_____ 7. Follow the same procedure outlined in #4 and #5 for this weld.

_____ 8. The last weld will be a corner weld. This will be the most difficult weld and will require careful set-up to be successful.

_____ 9. Pin together the unused 2-1/2" x 2-1/2" piece and the piece you have been working on.

_____10. Support the pinned pieces so that you do not have to touch them during the welding procedure.

_____11. Follow the instructions in #5.

_____12. Clean up your work area. Return all materials to their proper places.

_____13. Turn in your answer sheet and your welding activity.

WELDER ANSWER KEY

TASK 1

Play the Welder Game. Using that information, fill in the following blanks:

1. Welders apply heat to metal pieces which causes the metal to melt and permanently bond together.

2. The three categories of welding are: arc gas and resistance.

3. Learning to operate a resistance welder takes a few months of on- the- job. It takes several years to master manual gas and arc welding.

4. Goggles or a helmet protect a welder's eyes. Heavy leather gloves protect their hands. To protect their skin, welders wear a leather apron, long- sleeved shirt, and long pants. Heavy shoes protect their feet.

5. Welders are paid according to their skill and where they work. The average pay for a welder in 1986 was $10 to $16 per hour.

There are fifteen answers in the above section. Some answers may have more than one word to them. Answers are separated by a comma. Task 2 involves a hands-on exercise that should be counted only for the experience that it offers and not for the skill it demonstrates.

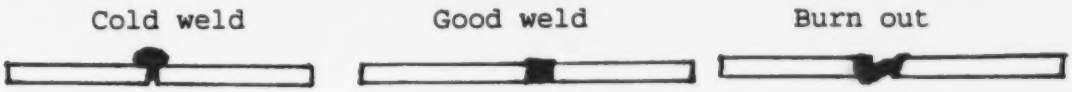
Tips for the Welding Activity

* The size of the styrofoam pieces is not critical but the given sizes should fit the flat areas of a standard egg carton or meat or vegetable tray.

* Try this activity before the students do and then you will have a sample to show the students.

* The tip of the hot glue gun can be used to burn the welder's initials onto the styrofoam. If you want to use this method to keep up with what belong to whom, mention this idea to the students.

* A chart showing weld quality would be helpful to display in the welding area. Some examples are shown below.



Tip too far from weld

Tip too close to weld

* One aspect of welding that this activity cannot duplicate is the welding mask. It is very difficult to see where to start welding through the dark lens necessary to protect your eyes from the welding flame. This could be roughly duplicated by having the student wear sunglasses to do the simulation.

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.11 Simulate a variety of job tasks in the Marketing and Distribution cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

COMMERCIAL ARTIST

Marketing and Distribution Cluster

Artistic Interest Area

SUBJECT CORRELATION: Art, English, Photography, Science, Marketing

JOB DESCRIPTION: Commercial artists use a variety of methods and materials, including computers, to communicate ideas, thoughts, and feelings requested by clients. They usually work in art studios located in office buildings or in their homes. These artists may design packaging and promotional displays, make illustrations for books, magazines, and films, etc.

MATERIALS NEEDED:

OOH, other occupational information resources

Occupational information worksheets

Activity Sheets and Materials:

Activity I - Product knowledge
- Concentration logo cards
- Rules cards

Activity II - Occupational research
- Occupational Outlook Handbook

Activity III - Layout Artist
- 3 envelopes labeled: Ad #1, Ad #2, Ad #3
- 3 layout sheets, laminated
- Transparent tape
- Crayons, colored pencils or magic markers

Activity IV - Copywriter
- Tape recorder
- Cassette tape
- Clock or watch

Activity V - Commercial Artist
- Ruler
- Crayons, colored pencils or magic markers

Activity VI - Personal Assessment
- Pencil and worksheet
- Crossword puzzle

INSTRUCTIONS: A. Complete research sheets after reading about the job of a commercial artist.

B. Complete activity sheets according to directions given for each activity.

Activity I - Product Knowledge

Would you enjoy having a job which would have variety, excitement, creative challenges, and competition? Then a job as an advertising employee may be for you. These employees plan and prepare advertisements to reach potential customers and persuade them to buy their products or services.

A. Listed below are three different ways we are contacted by ads:

1. Visual - Seeing

____Billboards ____Newspapers _____Magazines

____Posters ____Catalogs ____Business cards

____Business signs ____Signs on sides of trucks, buses, etc.

2. Audio - Hearing

____Radio commercials ____In-store announcements

____Announcements with visuals

Instructions

Read each of the items above. Which ones have you seen or heard? Indicate your answer by placing a check mark on the line before each item.

B. Logos are symbols which identify a product. A good logo is a very important factor in advertising. A logo should be easy to remember. It may be a picture, a design, a number, a letter or letters, a word or words, or any combination of these items. Pictures are usually the easiest to remember while words are the most difficult.

Instructions

Ask for the Concentration Logo Game Cards and the Rules Card. Play the game with the other members of your group or with persons assigned by your teacher. When you finish, return the cards to your teacher and go to the next activity.

Activity II - Occupational Research

Before you begin some of the problem-solving activities of an advertising employee, let's do some research about different opportunities in this field. Use the Occupational Outlook Handbook to find the answers. WRITE YOUR ANSWERS ON YOUR OWN PAPER. WRITE YOUR ANSWERS IN COMPLETE SENTENCES.

QUESTIONS;

1. Name three types of media that use advertising.

2. Name some duties of a copywriter.

3. Name some duties of a commercial artist.

4. Name some duties of a layout artist.

5. Name four personal qualities needed by an advertising employee.

6. True or False?: Most of the largest advertising agencies are located in larger cities.

7. Name two cities that may have large advertising agencies.

8. True or False?: A bachelor's degree with a liberal arts, journalism art, or business major would be good education to have for advertising occupations.

9. Give the beginning salary and the highest possible salary that an advertising employee could earn.

10. True or False?: Many employers believe that the ability to create ideas for effective ads is a flair that can't be taught. Therefore they often give preference to applicants who have had some previous on-the-job experience.

BONUS:

11. Why would the job outlook for advertising be closely tied to the health of the economy?

12. Why is the advertising field highly competitive?

Activity III - Layout Artist

All layout artists need to learn about the four parts of an advertisement. These parts are:

ILLUSTRATION: Picture or drawing of the product or background scenes.

HEADLINE: The words that usually will attract your attention to the advertisement. They often state the theme of the ad.

COPY: The words, sentences, or paragraphs which tell the facts about the product, service, or company.

LOGOTYPE (LOGO): The company or product name printed in the special way that the company uses to represent itself or the product.

1. After you have studied the four parts of an ad, you need to see if you remember this information.

   a. Study the ad that has been drawn below. Notice that it has been divided into four parts by dotted lines.

   b. Find the part that you think is the headline: write "headline" on it. Do the same for the other three parts.

   c. Show your teacher your work and ask to have it checked before you continue.

All layout artists need the creative ability to make an ad appealing and interesting. The ad should be balanced in form and have a pleasing color scheme.

2. Use the above information to place together the parts of an ad.

   a. Get the following materials: 3 envelopes labeled Ad #1, Ad #2, and Ad #3; 3 layout sheets; transparent tape.

   b. Open envelope #1 and arrange all the parts of the ad on a layout sheet. When you have an arrangement that you think is your best, tape the parts to the sheet.

   c. Open envelope #2. This envelope has more items than you will need. Practice arranging different sets until you are satisfied with the result. Remember to include the four basic parts. Choose interesting items. Make the parts "balance." Tape to the sheet.

   d. Open envelope #3. This envelope also contains more parts than you will need. Follow the same directions you used in "c." and decide on your best arrangement. DO NOT TAPE IT DOWN YET.

   e. Look at your ad and decide what colors would make your ad most effective. Use any coloring materials provided and color your parts.

   f. After you have the parts colored, tape them to a layout sheet.

   g. Show your layout sheets to your teacher for evaluation.

Activity IV - Copywriter

Pretend that you are a copywriter for an advertising agency. Your responsibility is writing ads for radio commercials. You must write these commercials so that people listening to the radio can "see" what you are describing.

1. Take a sheet from the contract box. Each sheet represents a client who is paying your agency to write a commercial to advertise a product or a service.

2. Study the information given on the contract you have chosen. This describes the product and tells you what the client wants.

3. Use your creativity and write the script for a radio commercial for the product or service described. Use words that help to describe and sell the product.

   CAUTION: Notice the <u>time</u> that client wants for the commercial. Be sure to time your commercial carefully. It must be exact.

4. When you are satisfied that you have a good commercial, practice reading it aloud, being sure to emphasize the important words.

5. Correct any problems, including time, that you notice. (You may have to read slower or faster, but be careful that you are clearly understood.)

6. Ask for a tape recorder and a cassette. Make a recording of your commercial.

7. Listen to the recording and decide if the commercial is what you want. If it is not, try again.

8. Give your script and your tape to your teacher for evaluation.

Activity V - Commercial Artist

A commercial artist who works in advertising may have a variety of tasks such as designing logos (trademarks) or preparing illustrations and other parts of an ad that can't be produced with photographs or available type. Pretend that you are a commercial artist working for an advertising agency. Today your assignment is to design a new logo for a company.

1. Study the information below that was given to you by the client:

   The client is Carolina Candy Company. It specializes in chocolate-covered cherries, chocolate lollipops, and a chocolate bar with layers of cream filling and cherry bits, called the Cheery Cherry Chew.

2. Design a logo that is interesting, appealing, and easy to remember. It can be in any basic shape. This first model should be large enough to show the design clearly.

   Suggeted sizes are: 4" x 4" 6" x 2"
   4" diameter 4" base

3. Choose the colors for your logo.

4. Use any coloring materials available and color the logo.

5. Show your logo to your teacher for evaluation.

Activity VI - Personal Assessment

A. Interests and Aptitudes

1. Below is a list of interests people may have. Read the list and the explanation of each.

Interest:	Means people have an interest in:
Computational	Working with numbers and the math courses in school.
Musical	Playing an instrument, singing, or going to concerts.
Persuasive	Meeting and dealing with other people, convincing others of a certain point of view, or in promoting projects or things to sell.
Artistic	Doing creative work involving design, color, and materials.
Scientific	The discovery or understanding of nature and the solution of problems.
Social Service	Work that involves helping people.
Literary	Reading and writing.
Mechanical	Working with machines or tools.

2. In order to be happy in his/her work, a person's interests should match the job they have chosen. Some of the interests above match well with advertising careers. Study the list and write those that you think go with advertising below. You may use any reference materials available.

_____ _____

_____ _____

_____ _____

3. Now read each of the interests that you have listed. Decide whether this is an interest of yours. Indicate in your answer by writing either yes or no before each.

4. Which have you answered more? Yes or No? _____

5. Did you enjoy doing at least two of the three activities -- layout artist, commercial artist, or copywriter? Yes or No? _____

B. Aptitudes and Ability Levels - Advertising Careers

1. Below is a chart showing aptitudes and ability levels needed in order to succeed in three advertising careers. Read each one and decide whether your aptitude and ability levels match those listed. Indicate your answer by writing <u>yes</u> or <u>no</u> before each.

LAYOUT ARTIST

____Neatness High
____Space relations High
____Sense of symmetry High
____Form perception High
____Color perception High
____Eyesight Average
____Finger dexterity High
____Creativity High
____Ability to work independently High
____Ability to work with others High

COPYWRITER

____Imagination High
____Creativity High
____Persuasiveness High
____Sales ability High
____Alertness to detail High
Verbal aptitudes:
____Grammar High
____Spelling Average
____Composition High
____Reading Average
____Ability to work independently High
____Ability to work alone High

COMMERCIAL ARTIST

____Imagination High
____Creativity High
____Neatness High
____Space relations High
____Form perception High
____Color perception High
____Eye-hand coordination High
____Finger dexterity High
____Eyesight Average
____Sketching, drawing High
____Painting High
____Ability to work independently High
____Ability to work alone High

2. Which of the three occupations has the most <u>yes</u> answers? _____ (List both if there is a tie.)

3. Look at the items for the occupation you listed in #2. Did you answer <u>yes</u> to more than one half of the items? (Yes or No:)_____

4. RESULTS: If your answer to A.4 was <u>yes</u> and your answer to A.5 was <u>yes</u> and your answer to B.3 was <u>yes</u>, then it would be helpful for you to do more exploration in advertising careers.

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INVENTORY CLERK

Marketing and Distribution Cluster

Business Detail Interest Area

SUBJECT CORRELATION: Math, Marketing, Reading, Business

JOB DESCRIPTION: An inventory clerk keeps records of all merchandise in a company or store. The clerk must stock shelves, purchase needed merchandise, and complete reports on all incoming and outgoing merchandise.

MATERIALS NEEDED:
OOH and other occupational resources
Occupational Information Sheet
Activity Sheet I
Activity Sheet II
Activity Sheet III

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article about an inventory clerk.

B. Complete Activity Sheet I: Calculate Cost of Inventory

C. Complete Activity Sheets II and III: Inventory Cards

ACTIVITY SHEET I

Calculate Cost of Inventory

Figure the cost of the supply inventory presently in the storeroom by multiplying the quantity by the unit cost to arrive at the total cost of each item. Determine the total cost of the inventory by adding the total cost column.

QUANTITY	DESCRIPTION OF ITEM	UNIT COST	TOTAL COST
200	lightbulbs	.25/each	_____
25	shovels	5.00/each	_____
2,000	electrical wiring	.40/ft.	_____
20	water valves	6.00/each	_____
800	wood screws, 1/4"	.02/each	_____
400 pr.	work gloves	.25/pr.	_____
600	wood screws, 3/8"	.01/each	_____
100 lbs.	#5 nails	.10/lb.	_____
100 lbs.	#2 nails	.03/lb.	_____
10	hammers	7.00/each	_____
6	axes	10.00/each	_____
15	screwdrivers, Phillips	3.00/each	_____
10	steno pads	.35/each	_____
2	3-ring notebooks	1.50/each	_____
5 reams	typing paper	4.95/ream	_____
5	typewriter ribbons	3.00/each	_____
2 boxes	bills of lading	6.00/box	_____
1 box	carbon paper	1.50/box	_____
1	electric heater	15.00/each	_____

ACTIVITY SHEET I - KEY

QUANTITY	DESCRIPTION OF ITEM	UNIT COST	TOTAL COST
200	lightbulbs	.25/each	$ 50.00
25	shovels	5.00/each	125.00
2,000	electrical wiring	.40/ft.	800.00
20	water valves	6.00/each	120.00
800	wood screws, 1/4"	.02/each	16.00
400 pr.	work gloves	.25/pr.	100.00
600	wood screws, 3/8"	.01/each	6.00
100 lbs.	#5 nails	.10/lb.	10.00
100 lbs.	#2 nails	.03/lb.	3.00
10	hammers	7.00/each	70.00
6	axes	10.00/each	60.00
15	screwdrivers, Phillips	3.00/each	45.00
10	steno pads	.35/each	3.50
2	3-ring notebooks	1.50/each	3.00
5 reams	typing paper	4.95/ream	24.75
5	typewriter ribbons	3.00/each	15.00
2 boxes	bills of lading	6.00/box	12.00
1 box	carbon paper	1.50/box	1.50
1	electric heater	15.00/each	15.00
			$1479.75 TOTAL

ACTIVITY SHEET II

Inventory Cards

Item: Nails #5

DATE	AMOUNT PURCHASED	AMOUNT ISSUED	TOTAL ON HAND

Keep inventory record cards up to date by making the following entries on the form above:

3/1	purchased	100 lbs.
3/3	issued	10 lbs.
3/5	issued	20 lbs.
3/5	issued	5 lbs.
3/6	issued	50 lbs.
3/7	purchased	100 lbs.
3/10	issued	23 lbs.

ACTIVITY SHEET II - KEY

Item: Nails #5

DATE	AMOUNT PURCHASED	AMOUNT ISSUED	TOTAL ON HAND
3/1	100 lbs.		200 lbs.
3/3		10 lbs.	190 "
3/5		20 "	170 "
3/5		5 "	165 "
3/6		50 "	115 "
3/7	100 lbs.		215 "
3/10		23 "	192 "

ACTIVITY SHEET III

Inventory Cards

Item: Gloves

DATE	AMOUNT PURCHASED	AMOUNT ISSUED	TOTAL ON HAND

Keep inventory record cards up to date by making the following entries on the form above:

3/1	purchased	200 pairs
3/2	issued	15 pairs
3/3	issued	5 pairs
3/4	issued	20 pairs
3/5	issued	12 pairs
3/6	issued	70 pairs
3/7	purchased	200 pairs
3/10	issued	31 pairs

ACTIVITY SHEET III- KEY

Item: Gloves

DATE	AMOUNT PURCHASED	AMOUNT ISSUED	TOTAL ON HAND
3/1	200 pairs		400 pairs
3/2		15 pairs	385 "
3/3		5 "	380 "
3/4		20 "	360 "
3/5		12 "	348 "
3/6		70 "	278 "
3/7	200 pairs		478 "
3/10		31 "	447 "

PRODUCT TESTER

Marketing and Distribution Cluster

Scientific Interest Area

SUBJECT CORRELATION: Science, Reading, Language, Home Economics, Marketing, Math

JOB DESCRIPTION: Product testers conduct assessments of a variety of products to determine sales feasibility. They also gather information on products for improvement or discontinuation.

MATERIALS NEEDED:

OOH
Occupational Information Sheet
Teacher Instruction Sheets for each product test
Student ballots for product test
For Test A - The Cola Challenge
- 3 brands of colas
- plastic cups
- water
- blank labels
- paper/marker/pen/pencil

For Test B - Chocolate Chip Cookie Taste Test
- 3 brands of cookies
- 3 trays
- water
- blank labels
- paper/marker/pen/pencil

Test C - The Bubble Gum Blowout
- 3 brands of bubble gum coded A, B, and C
- 1 cup of water for each tester

Test D - Ball-point pen
- 2 or 3 ball-point pens
- notebook paper
- glossy paper
- cardboard
- pencil
- vegetable oil
- paper towels

Test E - The Popcorn Taste Test
2 brands of popcorn labelled A and B

INSTRUCTIONS:

A. Read the article in the OOH on the product tester and complete the Occupational Information Sheet.
B. Complete one or more of the product tests provided, following all directions given.

Test A - The Cola Challenge

Background Information

Advertisements would have you believe that colas taste very different from each other. After all, companies carefully guard their secret cola formulas. In a recent "blind" taste test, 72 loyal Coca-Cola Classic and Pepsi-Cola drinkers were asked to pick their brand from three coded colas. Most tasters could not do it. Take the Cola Challenge.

OBJECTIVES:

1. To understand how advertising and marketing influence sales.
2. To review the principles of product-testing and evaluation.
3. To build product-testing skills.

TEACHER INSTRUCTIONS

1. Gather taste-test materials (test colas, plastic cups, water, blank labels, marker, paper, and pencil)
2. Remove labels from colas. Use the blank labels and marker to code each bottle - A, B, and C (or you can pour the colas into separate pitchers and label each pitcher).
3. Chill colas together for the same amount of time in a refrigerator.
4. Give each student a ballot.
5. Ask each student to record on the ballot what brand he/she usually drinks.
6. Give each student 3 empty cups, one labeled A, one labeled B, and one labeled C, and one cup of water.
7. Individually pour fresh samples of each cola into the coded plastic cups.
8. Have each taster sample the test colas, sipping water between each cola to rinse out the taste. Tasters can repeat the tasting as many times as they wish.
9. Ask taster to pick out the cola that he/she usually drinks and record the answer on the ballot.
10. Ask taster to record on ballot which cola tasted best.
11. Analyze the ballots and draw conclusions.

OPTIONAL: Discussion Topics

1. Do you think the best-selling colas are the best? Explain.
2. What makes a cola good?
3. What advertising and marketing practices help to keep the big-name colas bigger sellers than the new and less-known brands?
4. If you were a new cola-maker, what would you do to try to capture a share of the cola market?

THE COLA CHALLENGE

Ballot

TASTER:

_____

WHICH BRAND DO YOU USUALLY DRINK?

_____

CAN YOU IDENTIFY YOUR BRAND?

_____

WHICH TEST COLA TASTED BEST?

_____

1128

1075

Test B - The Chocolate Chip Cookie Taste Test

Background Information

An important part of a food technician's job is to test food products and provide information about those food products to the public. Food technicians conduct various kinds of tests on food products. Their job has lots of variety. They must have good decision-making skills as well as product-testing skills.

OBJECTIVES:

1. To review the principles of product-testing and evaluation.
2. To build product-testing skills.

INSTRUCTIONS

1. Bring in 3 chocolate chip cookie brands.
2. Arrange the 3 brands of cookies on 3 separate trays and assign each tray a letter (A, B, and C). Be sure to hide packages so students will not be swayed by brand names.
3. Duplicate the Rating Sheet for each student in the class. Give each student one and explain.
4. Give each student 3 clean sheets of paper ask them to write A, B, and C on the papers in order to label their brands.
5. Have each student take 2 of each brand of cookie and place the cookies on the respective labeled sheet of paper.
6. Have the students conduct the tests silently, without talking or comparing scores aloud.
7. After the students have tallied their scores, reveal the brands.
8. Tell the students the price of each brand of cookie and have them compute unit price (price per ounce). Compare. Which cookie was the highest price per ounce? The lowest?

The Chocolate Chip Cookie Taste Test

Directions: Your teacher will give you three brands of cookies to test. (You'll get *two* of each.) Code the cookies "A," "B," and "C."

Test 1:

Judge the cookies' looks.

Best-looking *(3 points)* _____ (Cookie Code)

Okay-looking *(1 point)* _____ (Cookie Code)

Worst-looking *(0 points)* _____ (Cookie Code)

Test 2:

Count the chips. Carefully break up *one* of each cookie. Count chips in each cookie. (Save chips for Test 3.)

Most chips *(3 points)* _____ (Cookie Code)

Second-most chips *(1 point)* _____

Fewest chips *(0 points)* _____

Test 3:

Taste-test the *chips*. Which taste the softest and most chocolatey?

Best-tasting chips *(3 points)* _____ (Cookie Code)

Okay-tasting chips *(1 point)* _____

Worst-tasting chips *(0 points)* _____

Test 4: Taste-test the *cookies*. Taste each remaining cookie. Give it a score. Here's the scoring system:

5 = terrific *3 = okay*
4 = good *2 = poor*
1 = terrible

	Taste score
Cookie A:	_____
Cookie B:	_____
Cookie C:	_____

Add up each cookie's score. Add the number of points each cookie received in Tests 1, 2, 3, and 4. Enter that sum below.

	Total score	Brand
Cookie A	_____	_____
Cookie B	_____	_____
Cookie C	_____	_____

Test C - The Bubble Gum Blowout

Background

Eight bubble gums, regular and sugarless, were put to the test as kids judged taste, texture, and bubble-ability. In addition to giving the gum ratings, this article looks at the sugar content of regular gums and the sweeteners used in sugarless gums.

OBJECTIVES:

1. To become aware of the pros and cons of sugar and sugar-substitutes.

2. To build product-testing skills.

ACTIVITIES:

1. Label-reading. Compare labels of regular and sugarless gums: What ingredients do the sugarless gums have? What warnings? (Would those warnings affect your gum-chewing decisions?) Which is heavier, regular or sugarless? What do you think accounts for that extra weight? (Sugar)

2. Bubble gum test. Before choosing test samples, debate whether kids should chew regular or sugarless gum. Test whichever gum the class decides on. Select three brands, remove wrappers, and put into coded containers, and use the worksheet on page 7 of this guide to conduct tests. Compare results with Zillions.

DISCUSSION TOPICS:

1. What are the advantages and disadvantages of chewing sugarless gum? Regular gum? Which do you think is better for kids who chew lots of gum? For kids who hardly chew any gum? Why?

2. "Switching to sugarless gum won't help you lose weight." Why? Are there other ingredients in sugarless gums you might want to avoid (or take in moderation)?

THE BUBBLE-GUM TEST

Name_____ **Date**_____

MATERIALS: ☐ 3 different brands of gum, coded A, B, and C ☐ 1 cup water for each tester
☐ Timer or watch

SCORING SYSTEM: Excellent [5] ---- Very Good [4] ---- Good [3] ---- Fair [2] ---- Poor [1]

PROCEDURE: Do all tests with gum A. Then sip water and test Gum B.

TEST:

		SCORES: A	B	C
1) **Taste-Over-Time Test:** Start chewing, and rate taste after 30 seconds and after every minute for three minutes. (*During this time, also rate the gum's texture, Test 2.*) Then find average score (divide total by 4).	30-second score:	____	____	____
	1-minute score:	____	____	____
	2-minute score:	____	____	____
	3-minute score:	____	____	____
	TOTAL SCORE:	____	____	____
	AVERAGE GUM-TASTE SCORE:	____	____	____
2) **Texture-Over-Time Test:** Does the gum start out (or become) too soft or hard? How easy to chew is it? (Average the scores)	30-second score:	____	____	____
	1-minute score:	____	____	____
	2-minute score:	____	____	____
	3-minute score:	____	____	____
	TOTAL SCORE:			
	AVERAGE GUM-TEXTURE SCORE:	____	____	____
3) **Bubble-ability Test:** After chewing the gum for 3 minutes, try blowing five bubbles. How big were the bubbles?		____	____	____
ADD BUBBLE-ABILITY SCORE, **AVERAGE** TASTE SCORE, AND **AVERAGE** TEXTURE SCORE:		____	____	____

POPCORN TASTE TEST!

TESTER'S NAME_____**Date**_____

MATERIALS: 2 different popcorns, labeled A and B

PROCEDURE:
In each of the following tests, you will compare A and B and say which one is better. (It's a good idea to jot down notes so you'll remember why you preferred one, and how strong your preference was.)

APPEARANCE TEST: Which popcorn has bigger kernels?

[ ] A or [ ] B

FLAVOR TEST: Taste a few kernels of each popcorn. Which has the better flavor?

[ ] A or [ ] B

TEXTURE TEST: Taste a few more kernels of each. Which has the crunchier, crisper texture?

[ ] A or [ ] B

POPPING TEST: (Answer this only if you popped the popcorn yourself.) Which was easier to make?

[ ] A or [ ] B

PREFERENCE TEST: Which popcorn do you like better? Do you like it a little better or a lot better?

[ ] A or [ ] B

[ ] lots better (Count preference score *twice*.)

[ ] a little better (Count it *once*.)

TEST RESULTS: Combine the total number of votes each popcorn got from everyone who did this test. The one with the most votes wins.

REAL ESTATE AGENT

Marketing and Distribution
Cluster

Accommodating Interest
Area

SUBJECT CORRELATION: Reading, English, Math, Art, Marketing

JOB DESCRIPTION: Real estate agents sell homes, buildings, and land by representing sellers or buyers. In doing so, an agent must advise the sellers or buyers, prepare advertisements, and show homes to interested buyers.

MATERIALS NEEDED:
Career Information Sheet
Classified advertisements section of any newspaper
Example sheet
Worksheet A
Information Sheet A

INSTRUCTIONS:
1. Read the Career Information Sheet
2. Study carefully the examples given in the newspaper.
3. Participate in class discussion.
4. Complete Worksheet A.
5. Complete one of the optional activities for fun.

INFORMATION SHEET A

In this lesson you will be a real estate clerk whose company deals in both selling and renting property. You will be responsible for the advertisement of property in a newspaper; that is, writing an ad which the newspaper can run in the classified section.

Real estate clerks deal with customers in the office, check on loans for customers buying property, check property taxes at the courthouse, deal with tennant complaints on rental properties, collect and receipt rent paid, and send out overdue notices for past due rent.

Salaries for these clerks are determined by the individual company. Basic skills are typing, running an adding machine, good grammar and spelling, and being able to deal with people. Courses to take in high school which may provide a good background would be:

Typing

Journalism

Business Math

General Business

English Grammar

EXAMPLE SHEET

To begin, let's look at some actual advertisements for several types of property taken from a newspaper.

In a newspaper, property is usually divided into categories.

1. Rental or For Sale

2. Apartments
   - Furnished
   - Unfurnished

3. Mobile Homes
   - Furnished
   - Unfurnished

4. Houses
   - Furnished
   - Unfurnished

5. Land (with no buildings) for Sale

Here is an example of a firm advertising a home for sale:

PEEP REAL ESTATE COMPANY

Occupatania Ave. - Attractive 3 BR ranch on nearly 1 acre. Full bsmt. with 2 car garage & workshop 2 patios & all appliances .....REDUCED $58,000.00

Office of Mr. Peep 555-0000
WVA Licensed

What does this ad tell us?

1. Who is selling the property?
   Peep Real Estate Company

2. Where is the house located?
   Occupatania Avenue

3. How many bedrooms?
   Three

4. What is the price?
   $58,000.00

5. How do we get more information if interested?
   Call 555-0000

EXAMPLE SHEET (continued)

These are the basic bits of information an ad should give. This ad also tells a little more about the home:

Lot size - 1 acre

Full basement

2 car garage

Workshop

2 patios

All appliances included

All of these items are good selling points for this home. The basic information needed is:

Location

Number of rooms/bedrooms

Information number

Rental property is a little bit different. Here is an example of 2 different apartments for rent.

I.

APARTMENTS FURN.

New 2 BR Energy Efficient Apt. Range, Refrig, carpet. Full bsmt. Alumn St. $355/mo plus util. Lease & Deposit. No pets. 555-2222

This apartment is under the Apartments Furnished section. (Furniture is included). Information given is:

1. Location - Alum St.
2. Rooms - Two bedrooms
3. Price - $355 per month
4. Lease and Deposit - Yes, they are required
5. Are utilities included? - No ("plus utilities")
6. Are pets allowed? - No
7. Phone - 555-2222

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EXAMPLE (continued)

II.

APARTMENTS UNFURN.

New 2 BR apt. A/C. Storage rm, laundry area, off street parking. Includes heat, water & garbage. Near Curriculum Lab in Ripley. No pets or children. $335/ month. 333-3323.

This apartment is under the Apartments Unfurnished section (furniture is not included). Basically, the same information is given for this apartment as for the Furnished Apartment in Example I.

1. Location - Near Curriculum Lab, Ripley
2. Rooms - Two bedrooms
3. Price - $335 per month
4. Utilities - Some; heat, water, and garbage included
5. Pets allowed - No (children are not allowed either)
6. Phone - 333-3323

Again, for these apartments, some extra information is given:

A/C - Air-conditioned

Laundry room

Basement

"New"

Carpet

An ad for any property sale or rent should include <u>at least</u> these pieces of information:

Location

Size or number of rooms

Phone number

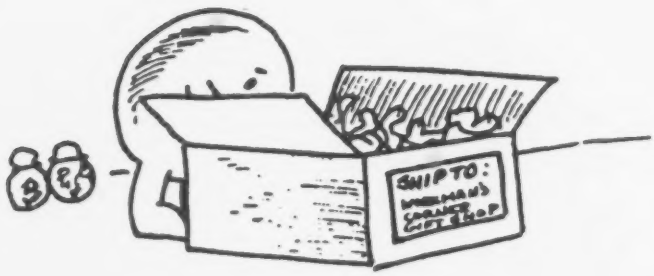
Other information which would be attractive to someone reading the ad

Because of the costs of these ads, words should be kept to a minimum.

WORKSHEET A

Your company owns Capitol Apartments on 7th Avenue. There is a three-bedroom apartment available which rents for $400.00 per month not including utilities. It is fully carpeted, includes air conditioning, and all electric appliances (stove, refrigerator, and dishwasher) in the kitchen. Laundry facilities are available in the building. A one-year lease is required and also a security or damage deposit. The apartment does have furniture. No pets are allowed. The office phone for Capitol Apartments is 555-6743.

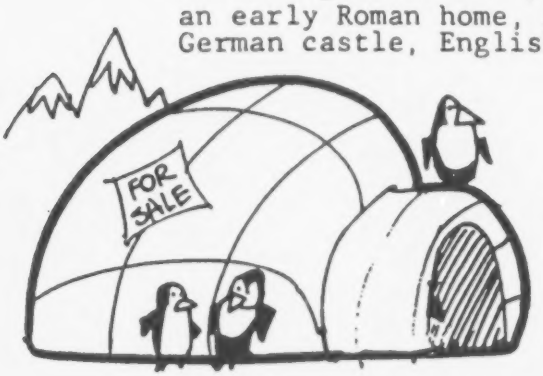
Write up this ad as you, the real estate clerk for Capitol Apartments, would want it to appear in the newspaper. When you have finished, check your information against the information given above for accuracy and turn it in to your teacher.



Real Estate Agent - Optional Activity

You work for "World-Wide Realtors" and have been asked to advertise homes from all over the world through different periods in history. Prepare a bulletin board of real estate ads. Directions:

1. Draw or cut from old magazines pictures of a variety of different styles of homes from all over the world, including different periods in history; for example, an early Roman home, an adobe, log cabin, Swiss chalet, German castle, English Tudor, etc.



BACK TO NATURE

Refreshingly cool, one-story ice-block contemporary located in quiet residential area. Lots of privacy. Easy to care for. One room and no windows to wash. Skiing and fishing nearby. Owner transferred.

2. For each home, write a real estate ad to advertise it. Examine the real estate ads in your newspaper to help you. Notice that the ads are brief and not complete sentences. Each of your ads should include:

   a) Clever Title -- use a catchy phrase to draw attention to a special feature of the house.

   b) Style of House -- ranch, two-story, split level, contemporary, colonial, French, Victorian, Cape Cod, etc.

   c) Building Material -- brick, stone, wood, stucco, etc.

   d) Rooms -- living room, dining room, number of bedrooms, number of baths, garage, basement, porch or patio.

   e) Special Features -- pool, fireplace, air-conditioning, etc.

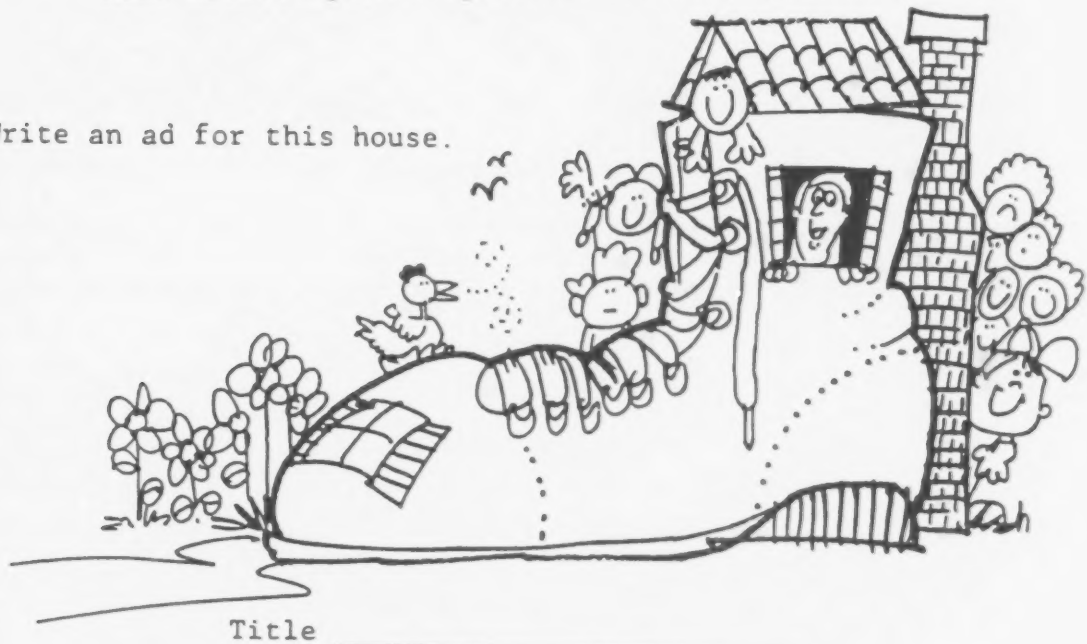
   f) Lot -- size of lot and location: wooded, convenient to city, public transportation or schools, corner lot, country location, etc.

3. Letter "World-Wide Realtors" neatly at the top of your bulletin board with a marker.

4. Hang each picture on the bulletin board and place its ad written on an index card directly beneath it.

Real Estate Agent - Optional Activity (Cont'd.)

Write an ad for this house.



Title _____

_____

_____

_____

_____

Draw your own imaginary house and write an ad for it.

Title _____

_____

_____

_____

Name _____

1141

COURSE: Exploring Career Decisions UNIT: Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.12 Simulate a variety of job tasks in the Marine Science cluster.

TIME: 1.5 hours

OUTLINE	STRATEGIES/ACTIVITIES
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

Resources:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

ABLE-BODIED SEAMAN

Marine Science
Cluster

Mechanical Interest
Area

SUBJECT CORRELATION: Physical Education, Reading, Math

JOB DESCRIPTION: An able-bodied seaman must be skilled in many duties required aboard a ship. Among other duties, the able seaman handles the cargo and ship's gear safely.

Able-bodied seamen learn how to tie several knots necessary for holding cargo in place on deck as well as for tying small boats and ships to docks. They also learn many terms used in the shipping industry.

MATERIALS NEEDED:

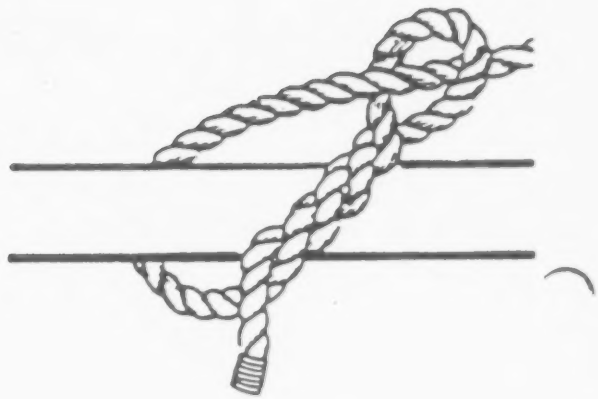
Knot-Tying Display
(Make a knot-tying display by gluing different lengths of rope to a board with a hot-glue gun. Label each set of ropes.)
Knot Diagrams
Calculator
Pencil
Able-Bodied Seaman Answer Sheet

INSTRUCTIONS:

A. Study the knot-tying display and practice tying knots.

B. Complete questions concerning pay.

ABLE-BODIED SEAMAN



STEP ONE

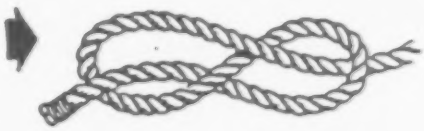
A. Seaman have many tasks to perform that require a wide variety of skills. Tying knots is one skill all seamen learn during their training. There are many types of knots used on ships. In this exploration, you will learn how to tie some of the most commonly used knots.

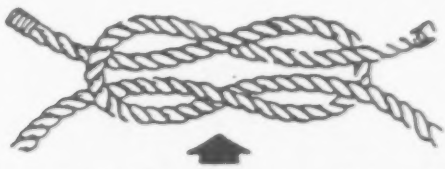
B. Study the Knot Tying Display at your station. You may be familar with some of these knots from scouts or other activities that you have participated in.

C. Practice tying each knot using the directions that follow. Tie each knot **one time for practice.** When you feel that you have gotten the "hang" of it, you will need to demonstrate your knot tying ability for your teacher.

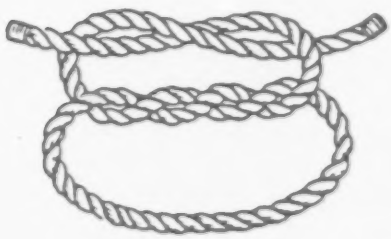
D. Call your teacher when you are ready. Demonstrate how to tie two of the knots. Write the names of the knots you selected on your answer sheet. Have the teacher initital your answer sheet after your demonstration.

Figure Eight Knot: Can be tied simply and quickly. Used in the end of a rope to temporarily prevent the strands from unlaying. Does not jam as easily as the overhand knot and is therefore useful to prevent the end of a rope slipping through a block or an eye.

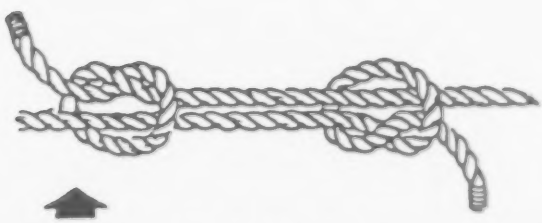




Reef Knot: Probably the most useful and popular of all knots, also known as the Square Knot. Used to join two ropes or lines of the same size. Holds firmly and is easily untied.



Surgeon's Knot: Usually tied with twine. This is a modified form of the Reef Knot and the extra turn taken in the first tie prevents slipping before knot is completed.

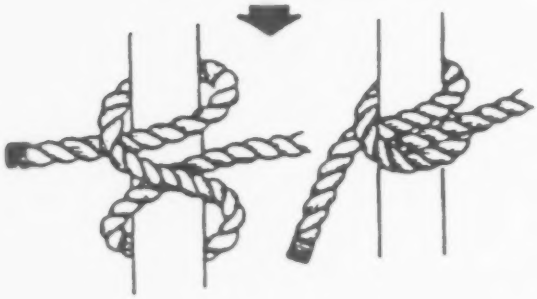


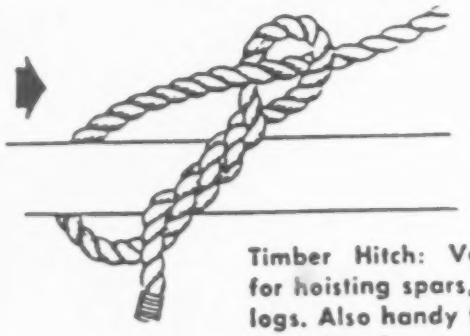
Fisherman's Knot: Probably the strongest known method of joining fine lines such as fishing lines. Simple to tie and untie.

Fisherman's Bend: An important knot because of its strength and simplicity. Used for making the end of a rope fast to a ring, spar or anchor, or for bending a line to a bucket. It is easily cast adrift, even after being subject to severe strain. More secure when the end is seized as shown.

Clove Hitch: Also known as Builder's Hitch because of its wide use by builders in fastening staging to upright posts. Another common use is for making a line fast to a wet spar.

Bowline: A favorite knot with sailors and one of the best known and widely used of all knots. It is easily constructed and used whenever a loop is required that will not slip, jam or fail.





Timber Hitch: Very useful for hoisting spars, boards or logs. Also handy for making a towline fast to a wet spar or timber. Holds without slipping and does not jam.

STEP TWO

A. Seamen employed by the Merchant Marines received excellent pay and benefit. Most jobs allow for 12 days of paid vacation for every 30 days worked. Study the pay scale below.

CREW RATING	MONTHLY SALARY	OVERTIME	TOTAL
Able Seaman	$1323.00	$1048.00	$2371.00
Firefighter	$1323.00	$1048.00	$2371.00
Ordinary Seaman	$1034.00	$819.00	$1853.00
Wiper	$1229.00	$973.00	$2202.00
Food Handler	$1026.00	$812.00	$1838.00

B. Answer the questions on your answer sheet concerning pay.

Name_____

Able-Bodied Seaman Answer Sheet

STEP ONE
Follow the directions about knot tying.

1. List the two knots that you have demonstrated for the teacher.

   #1_____ initialed_____

   #2_____ initialed_____

2. Which knot was the easiest for you to tie?_____

3. Which knot was the most difficult?_____

4. Identify the knots below.

STEP TWO
Read the section concerning the salaries of various Merchant Marines.
Answer the questions below.

1. What is the most that an Able-Bodied Seaman would likely make in one month?_____

2. If an Able-Bodied Seaman worked for 1 year, what would his or her annual salary be?_____

3. What percentage of an Able-Bodied Seaman's pay is base wage? Follow this formula:

   base pay ÷ monthly wage = percentage (written as a decimal)

   The base pay is _____% of a Seaman's monthly wage.

4. If a Seaman worked for the entire month of September (30 days), how much would he or she make in one day? Show your work below.

5. How much more does an Able-Bodied Seaman make than an Ordinary Seaman in one year? (Consider the total earnings.)

Name _____

ABLE-BODIED SEAMAN ANSWER SHEET

(Student answers may vary)

STEP ONE

Follow the directions about knot-tying.

1. List the two knots that you have demonstrated for the teacher.

   #1_____ initialed_____

   #2_____ initialed_____

2. Which knot was the easiest for your to tie?_____

3. Which knot was the most difficult?_____

4. Identify the knots below.

STEP TWO

Read the section concerning the salaries of various merchant mariners. Answer the questions below.

1. What is the most that an able-bodied seaman would likely make in one month? $2,371.00

2. If an able-bodied seaman worked for one year, what would his or her annual salary be? $28,452.00

3. What percentage of an able-bodied seaman's pay is base wage? Follow this formula:

   base pay monthly wage = percentage (written as a decimal)

   The base pay is 55.7 % of a seaman's monthly wage.

4. If a seaman worked for the entire month of September (30 days), how much would he or she make in one day? Show your work below.

   $2,371.00 30 = $79.03

5. How much more does an able-bodied seaman make than an ordinary seaman in one year? (Consider the total earnings.)
   $6,216.00

COASTAL ECOLOGIST

Marine Science
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Math, Art, English, Science, Health

JOB DESCRIPTION: Coastal ecologists are pollution-control technicians who specialize in the control and elimination of pollution and litter on our beaches. Pollution has become a widespread problem on all of our nation's beaches. Ships dump trash, including dangerous medical waste, which ends up washing ashore. Tourists litter, and tankers spill oil. The results of all these polluters have become more apparent over the years. Wildlife has been harmed. The effect on people is unknown now but may be horrendous on our future generations.

MATERIALS NEEDED:

Litter Display/Bulletin Board:
Make a display with litter described in the activity, such as plastic 6-pack rings, fishing line, plastic drink bottles, etc.
Ruler
Colored pencils or crayons
Tray of bird seed and plastic pellets
Spoon and Cup
Timer

INSTRUCTIONS:

1. Learn to interpret data by making a bar and circle graph.
2. Simulate how ocean birds accidentally ingest litter.
3. Link sea creatures and potentially dangerous litter.
4. Complete a crossword puzzle using litter terms.

STEP ONE

A. Everyone has become more **aware** and **concerned** about the pollution problems on our beaches. As a Coastal Ecologist, you would need to know **what** kind of **litter** is most common, in order to find ways of discouraging residents and tourists from contributing anymore to the problem.

B. Over the last few years, concerned Ecologists and citizens have participated in the **Big Sweep.** The Big Sweep is a series of cleanup events where volunteers scour the beaches for litter and trash. During the Big Sweep in 1989, volunteers wrote down **what types** of litter that they were collecting, and **how much** they collected. Later, the numbers were added together.

C. Two sets of data were constructed from the results of Big Sweep '89. Study the data in the charts below.

Data Set 1

Trash Totals: Big Sweep '89 Fact Sheet

Type of Materials	Pieces	Percentage
Plastic	70,340	42.2
Plastic Foam	25,781	15.5
Metal	23,567	14.2
Glass	18,664	11.2
Paper	16,757	10
Wood	6,985	4.2
Rubber	2,416	1.4
Cloth	2,134	1.3

Total Pieces: 166,6444

Data Set 2

North Carolina's "Dirty Dozen"

Type of Litter	Pieces Collected
Metal beverage cans	13,123
Plastic pieces	11,816
Plastic soda bottles	11,052
Small plastic foam pieces	10,596
Glass beverage bottles	9,503
Plastic cups/picnic utensils	9,103
Plastic foam cups	8,102
Paper pieces	6,955
Plastic caps and lids	6,507
Glass pieces	6,153
Wood pieces	6,101
Plastic trash bags	5,965

D. As you can see from Data Set 1, over 166,000 pieces of garbage were picked up from North Carolina beaches in **one day!** Plastic, metal, and glass were the most common materials found in the litter.

E. To help you analyze North Carolina's litter problem, use Data Set 1 to construct a **bar graph.** You will find the graph on your answer sheet. Use these suggestions to help you--

1. Type of materials should be placed on the **horizontal** axis.
2. The number of materials should be put on the **vertical** axis.
3. Study the example above the graph.
4. Use colored pencils or cravons to color the bars.

STEP TWO

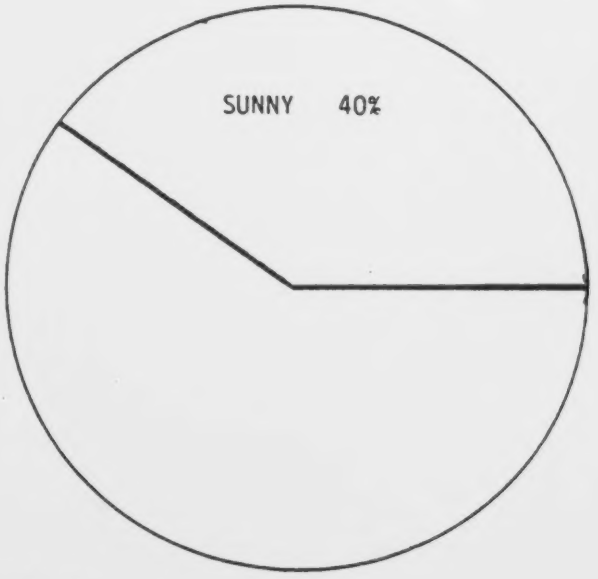
A. Another way to study the amount and type of litter picked up is to put the data in a **circle graph.** Circle charts are used primarily to illustrate **percentages**. As you can see, Data Set 1 has also been figured in terms of percentages.

B. You have probably made a circle graph before in math class. Here is a "quick refresher"--

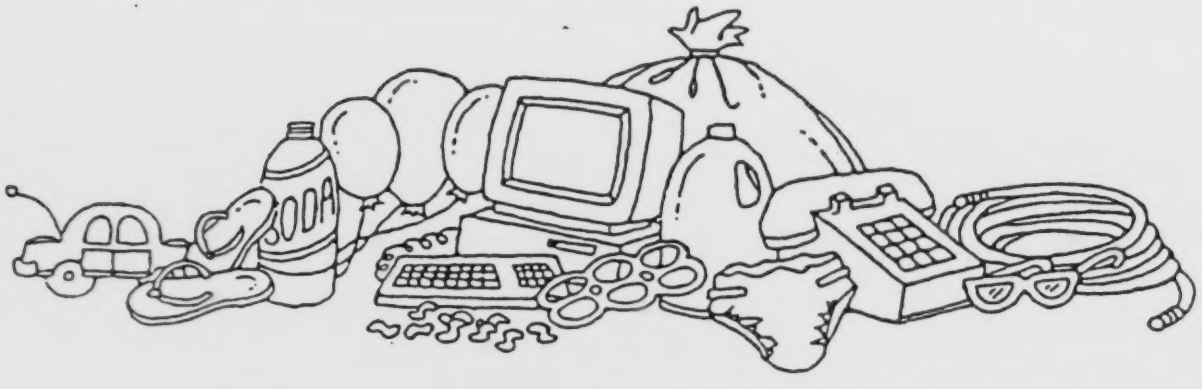
Study the circle graph shown here--it illustrates the type of weather for the month of November.

If it was sunny 40% of the time, and you wanted to show it on a circle graph, you would.....

multiply the number of degrees in a circle (360) by the percentage you want to illustrate. In this case,

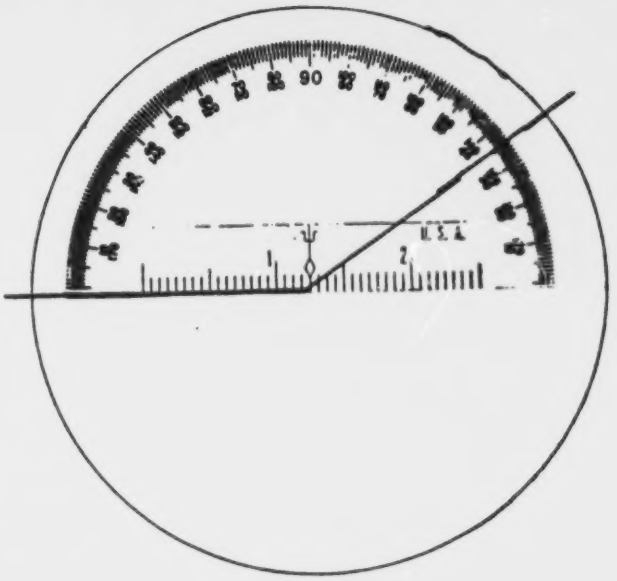


360 X .40 = 144 degrees



Place the **protractor** the circle as shown and measure the number of degrees--in this case, 144. Mark the measurement and draw a line with your ruler.

Label the section on the graph by writing the percentage it illustrates.



C. Use the percentages from Data Set 1 and construct a circle chart illustrating total trash collected.

STEP THREE

A. What can the collected data tell us about the litter problem at our beaches? Study your data carefully.

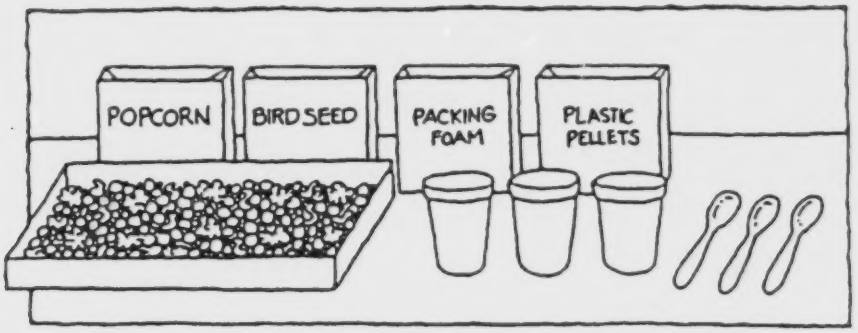
B. To show your understanding of the pollution problem, answer the questions on your answer sheet.

STEP FOUR

A. From your data, you know that **plastic** is the major type of litter found on the beach. What happens to this plastic if it is allowed to remain? Plastic does not totally disintegrate--instead it breaks into tiny pieces. Animals, such as **Sea Gulls** can't really tell the difference between food and plastic, so they end up **ingesting trash.** Birds, of course cannot **digest** trash, so the plastic builds up in their stomachs, leaving no room for food. Eventually, the birds die of starvation.

B. When birds are hungry, they go on a "**feeding frenzy,**" much like growing teenagers. They attempt to eat as much as possible in a very short period of time. It is very easy for them to eat a lot of plastic and other litter. You are going to demonstrate just how easy it is for birds to get into trouble because of litter.

C. Set the timer for **30 seconds.** You will "feed" at the tray, using the spoon as your "**beak**" and the "**cup**" as your stomach.



D. When time is up, examine the contents of the cup? Did you eat plastic? Count and record the amount of real food and plastic and record the data on the chart on your answer sheet.

E. Did you damage your "health?" Study the chart below. Compare the **ratio of plastic to real food.** What is the **potential** result as far as your health? Record your answer on your answer sheet.

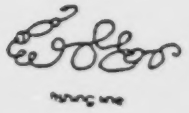
Possible Analyses using Ratios of Plastic Pieces to Feed		
Plastic	**Real food**	**Potential Result**
1	10	No harm to bird.
2-4	10	Bird weakens.
5 or more	10	Bird dies by starving.

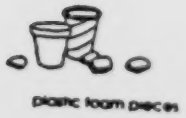
STEP FIVE

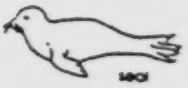
A. Plastic pellets are not the only hazard to animal health at the beach. You noticed many other types of litter on the Data Sets collected during Big Sweep '89.

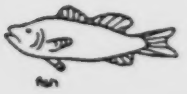
B. Study the pictures below. Are sea and beach animals more likely to become ensnared or eat certain types of litter?

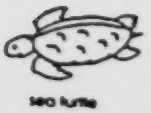
C. Find the pictures on your answer sheet. Draw a line from the litter on the left to the animal it might harm on the right. Remember, each type of litter might have more than one match!











STEP SIX

A. Ecologists and pollution-control technicians have a large vocabulary of words that pertain to litter. Below is a listing of some of these words.

aluminum	entangle	reduce
aquatic	glass	recycle
balloons	ingest	reuse
bag	litter	rot
Big Sweep	metal	rust
biodegradable	paper	stewardship
bottle	photodegradable	trash
compost	plastic	

B. Expand your litter vocabulary by completing the Litter Letters Crossword Puzzle on your answer sheet. Use the word list above to help you complete the puzzle.

ACROSS

2. A lightweight, oil-based material used in making cups, bottles, bags, pens, and toys.
5. Annual shoreline clean-up event in North Carolina (2 words)
8. Material that can rot with the help of bacteria.
11. Rotting vegetables and grass that will turn into soil.
14. One way to decrease the little problem is to _ _ _ _ _ _ the amount of our waste material.
15. Sea turtles and dolphins can mistake these latex or mylar objects for prey.
17. To take into the body by swallowing; to eat.
18. Recyclable metal material in some beverage cans.
21. A personal commitment to take care of natural resources.
22. A material that can rust.

DOWN

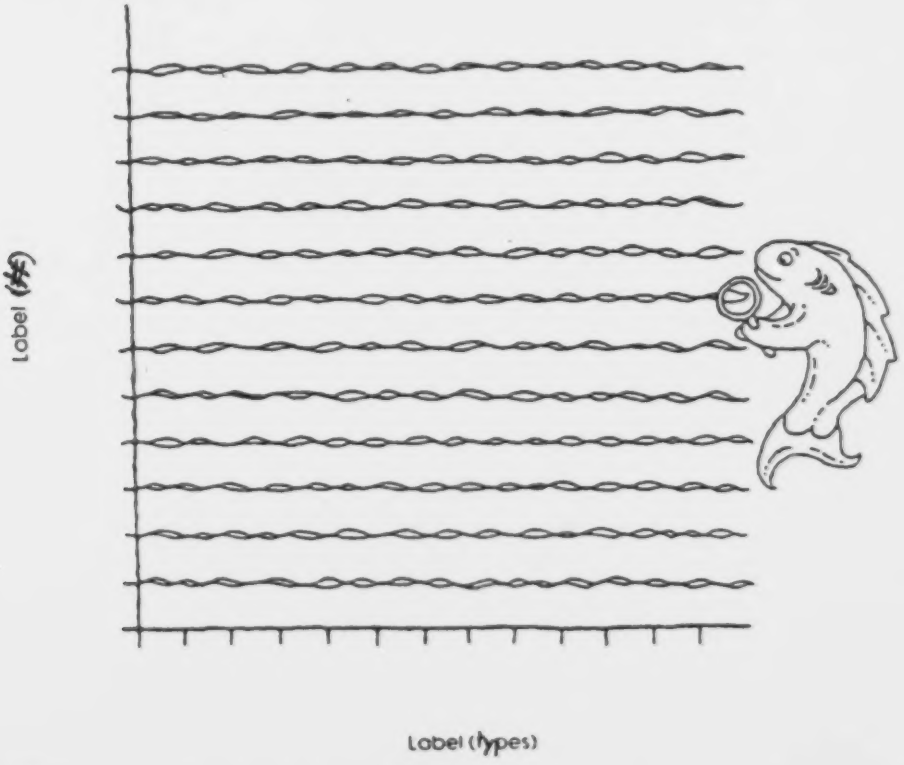
1. Container commonly tossed along the beach or shoreline. Holds bleach or beverage.
2. Sunlight causes this type of plastic to break into small pieces.
3. Having to do with water.
4. Material made from trees; used in books and magazines.
6. Clear brown or green material used in drink containers. Can be melted and recycled.
7. Decay.
9. To reform and reuse materials such as glass, aluminum, and paper.
10. To catch or ensnare animals as in an abandoned net or fishing line.

12. Once useful; now thrown away.
13. Trash left on beaches, roads, and creek banks.
16. To use an item again.
19. Breakdown of iron from exposure to oxygen and water. Reddish-brown in color.
20. Plastic container for ice, bait, or sandwiches; turtles often mistake for jellyfish.

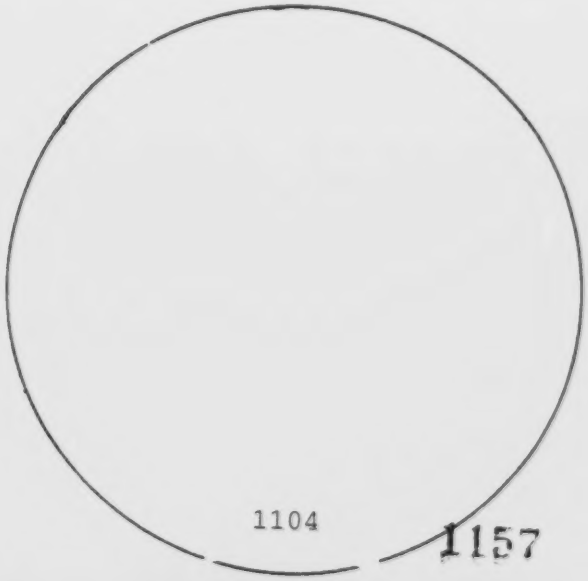
Name_____

Coastal Ecologist Answer Sheet

STEP ONE
Construct a bar graph using the number of each item in Data Set 1.



STEP TWO
Construct a circle graph using the percentages from Data Set 1.



STEP THREE

Study Data Sets 1 & 2, and the graphs that you have made. Analyze the information by answering the questions below.

1. What do you think is the source of this litter?_____
   _____
2. What is litter most often made of?_____Why is this litter around more than other types?_____
   _____
3. What suggestions do you have for reducing litter? Consider that much of the litter is drink containers and food packaging._____
   _____
   _____
4. Why are numbers and data sets important for a cleanup?_____
   _____
   _____

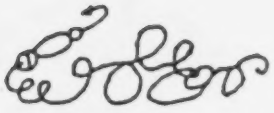
STEP FOUR

"Eat" the bird food for 30 seconds. Then count the seed and plastic and enter it on the chart below. Compare your results to the chart in Step Four of your directions. What would the potential result have been if you were a bird?

PLASTIC	REAL FOOD	POTENTIAL RESULT

STEP FIVE

Draw a line from the litter on the left to the animal it might harm on the right. Remember, each type of litter might have more than one match!



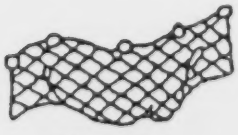
fishing line

six-pack ring

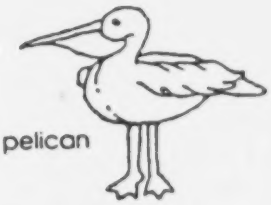
plastic bag

plastic foam pieces

metal cans



fishing net



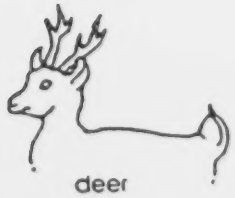
pelican

seal

fish

dolphin

sea turtle

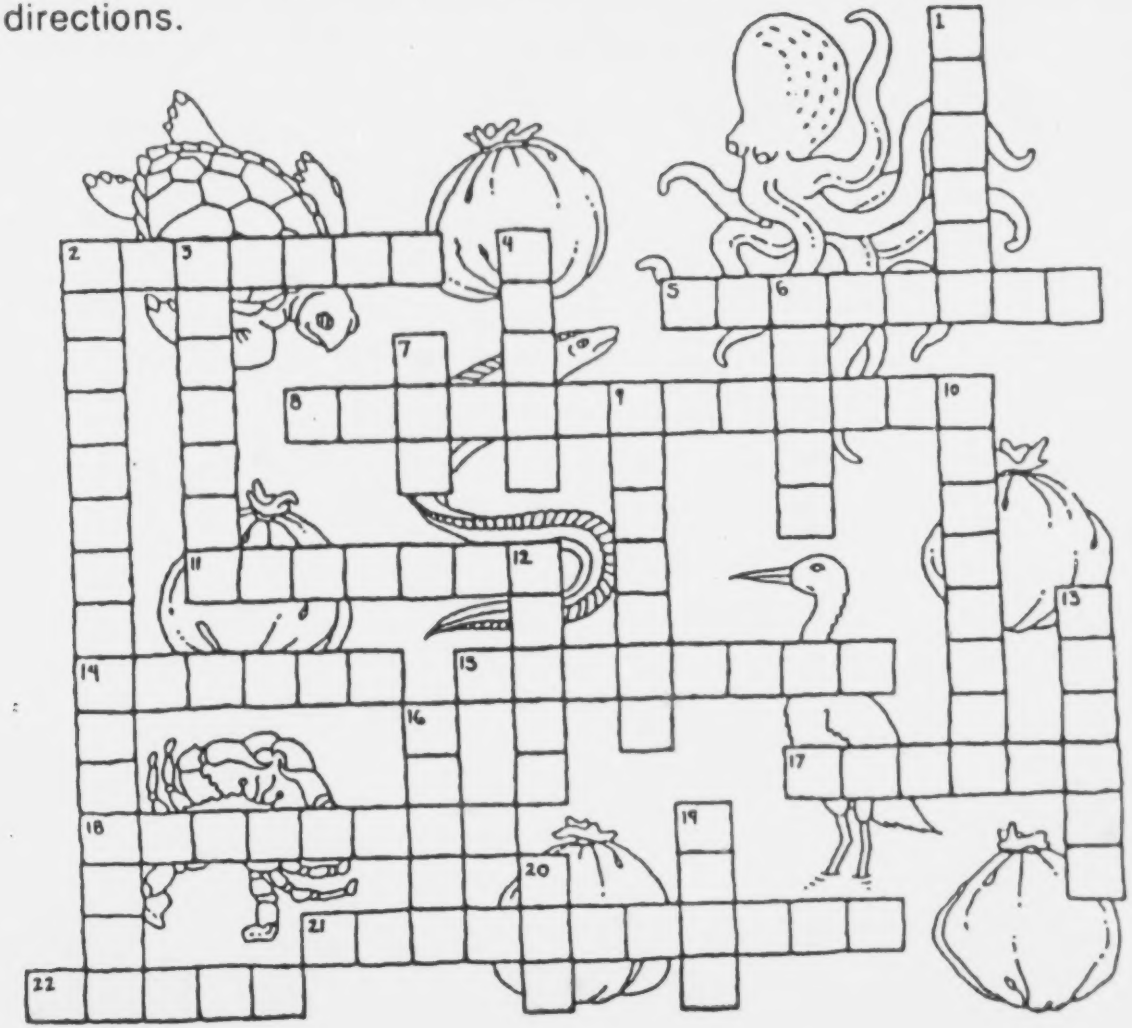


deer

otter

STEP SIX

Complete the Litter Letters Crossword Puzzle. Use the vocabulary list in your directions.



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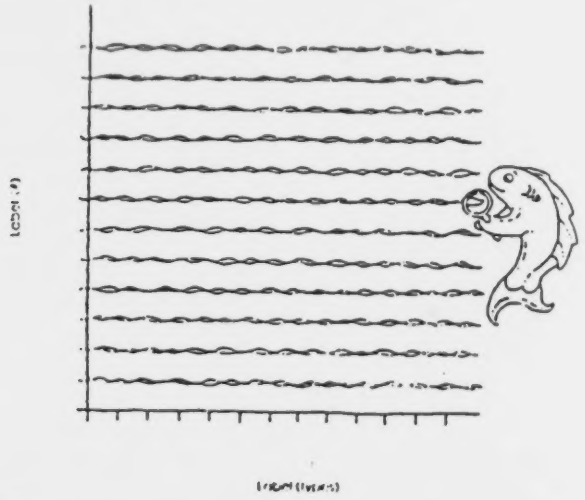
Name: _____

Coastal Ecologist Answer Sheet

(STUDENT ANSWERS MAY VARY)

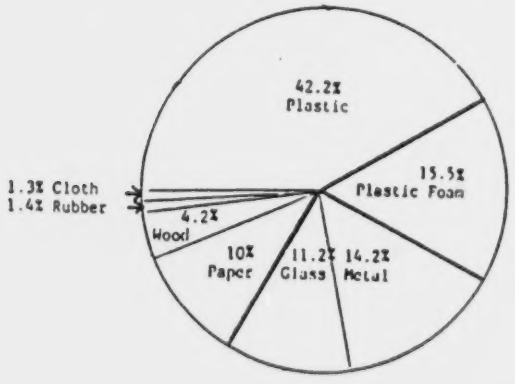
STEP ONE

Construct a bar graph using the number of each item in Data Set 1.



STEP TWO

Construct a circle graph using the percentages from Data Set 1.



Answer Key

(STUDENT ANSWERS MAY VARY, BUT SHOULD BE SIMILAR TO THESE)

STEP THREE

Study Data Sets 1 and 2, and the graphs that you have made. Analyze the information by answering the questions below.

1. What do you think is the source of this litter? Fishermen toss debris; ships toss trash overboard; and people leave trash along the beach.

2. What is litter most often made of? plastic and foam
   Why is this litter around more than other types? Plastic is not biodegradable and is not disposed of properly.

3. What suggestions do you have for reducing litter? Consider that much of the litter is drink containers and food packaging. Reduce fast food packaging, provide more trash cans, enforce jettison laws, recycle, etc.

4. Why are numbers and data sets important for a clean-up?
   Gives an idea as to where the source of the problem stems from and who to target for the clean-up.

STEP FOUR

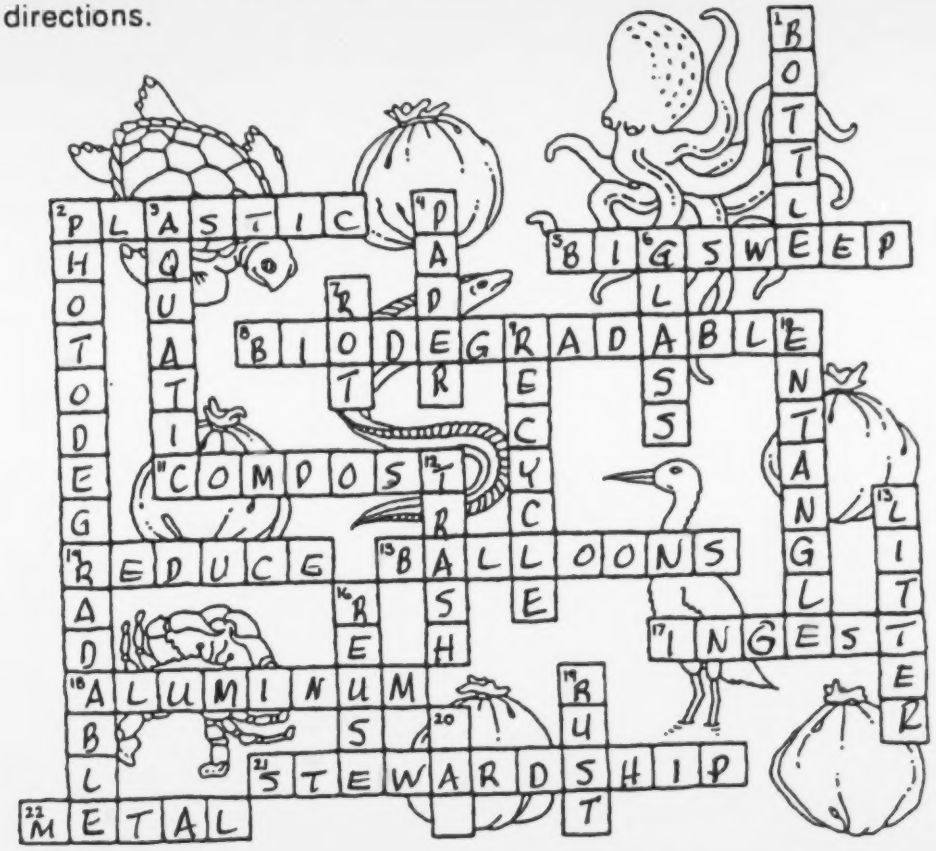
"Eat" the bird food for 30 seconds. Then count the seed and plastic and enter it on the chart below. Compare your results to the chart in Step Four of your directions. What would the potential result have been if you were a bird?

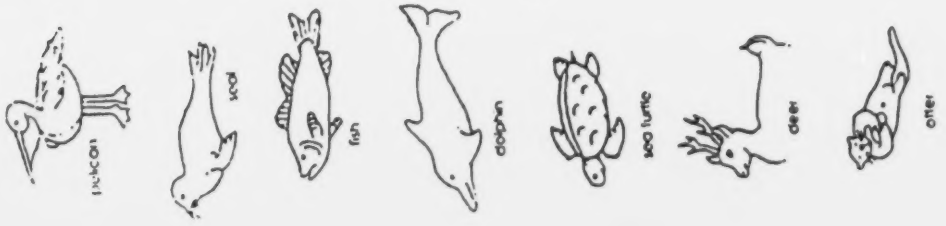
(Student answers may vary.)

Plastic	Real food	Potential result

STEP SIX

Complete the Litter Letters Crossword Puzzle. Use the vocabulary list in your directions.





STEP FIVE

Draw a line from the litter on the left to the animal it might harm on the right. Remember, each type of litter might have more than one match!

(STUDENT ANSWERS MAY VARY)

ICHTHYOLOGIST

Marine Science
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Math, Reading

JOB DESCRIPTION: Ichthyologists, or fish zoologists, study the origin, behavior, and diseases of freshwater and saltwater fish. They conduct their studies by observing living fish in their natural habitat and by examining and dissecting dead specimens.

MATERIALS NEEDED:

- Fish specimen*
- Microscope**
- Methylene blue colorant***
- Slide and cover slip**
- Eye dropper
- Scalpel or knife
- Ruler
- Pencil
- Ichthyologist Answer Sheet
- Ichthyologist Information Page

*Buy a whole fish and keep it wrapped tightly in a freezer when not being used.

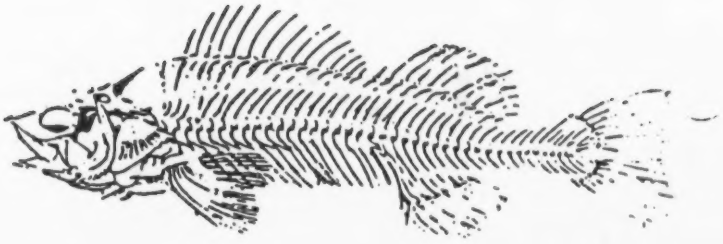
**Microscopes, slides, and cover slips can be obtained from any science catalog such as that of Carolina Biological Supply or Nasco.

***Methylene blue can be ordered from any science catalog. Iodine can be substituted for a colorant.

INSTRUCTIONS:

1. Study fish anatomy and answer questions on the Answer Sheet.
2. Remove a scale and examine it under a microscope and answer questions on the Answer Sheet.
3. Read the Ichthyoogist Information Page and answer job information questions on the Answer Sheet.

ICHTHYOLOGIST



STEP ONE

A. There are over 30,000 kinds of fish living below the oceans' surface. Most of these fish are called **"bony fish"** because they have a skeletal systems, unlike many other sea creatures. The smallest species of fish is called a **goby,** which is no longer than a thumbnail. The **Russian sturgeon** can measure up to 26 feet long, and the **ocean sunfish** has been known to weigh more than two tons.

B. Most fish have many **external features** in common. These features are:

SHAPE

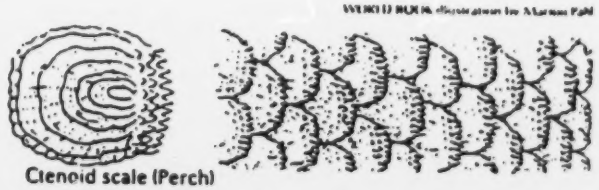
Most fish have a **streamlined body.** The head is usually rounded. Some fish have a torpedo-shaped body to aid their swimming, while others have a flat body.

SKIN AND COLOR

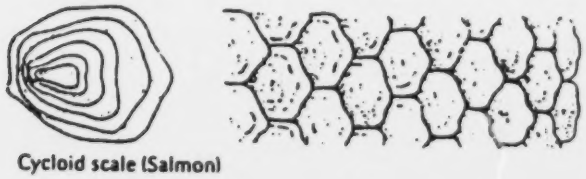
Fish have a tough skin, which feels slippery to the touch due to a slimy mucus produced by special cells. Most fish have skin that gives them **protective coloration,** which allows them to blend in with their surroundings.

SCALES

Scales are the protective covering of the fish. There are two main types of scales--**ctenoid** and **cycloid.** Ctenoid scales have small points on them that feel rough to the touch. **Cycloid** scales are smooth to the touch. There are two other scale types found on primitive fish and some sharks. They are illustrated below.

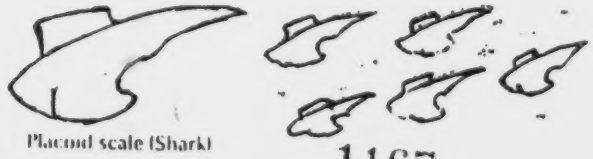


Ctenoid scale (Perch)



Cycloid scale (Salmon)

Ganoid scale (Gar)



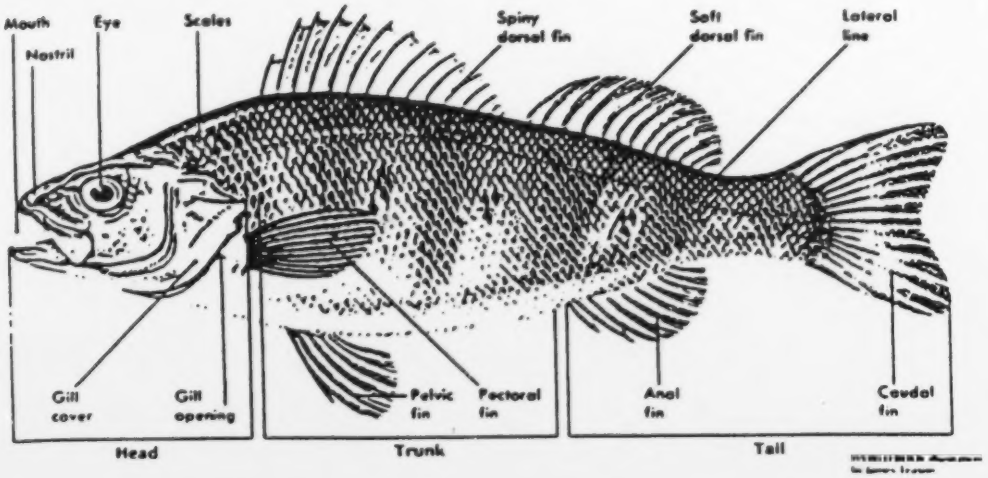
Placoid scale (Shark)

1167

FINS

Fins are movable structures that help a fish swim. Almost all fish have **rayed fins.** Rayed fins are made of a web of skin supported by a skeleton of rods called rays. **Median** fins are vertical fins on a fish's back, side or tail. **Paired** fins are two identical fins, one on each side of the body. Study the diagram below.

C. Complete the crossword puzzle found on your answer sheet to demonstrate your knowledge of fish anatomy.



External anatomy of a fish

This drawing of a yellow perch shows the external features most fish have in common. Many kinds of fish do not have all the fins shown here, or they lack such features as gill covers or scales. For example, lampreys and hagfish have no scales and no pelvic or pectoral fins.

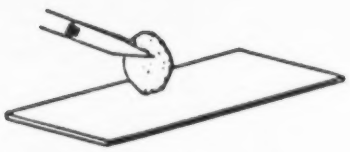
STEP TWO

A. Ichthyologists often examine fish by dissecting their bodies for further examination. This kind of examination allows them to understand how some fish can exist in freezing waters, as well as diagnose diseases that might strike certain fish populations.

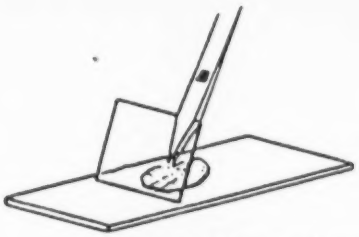
B. As part of examination, you will use a microscope to view a scale from a frozen specimen. Check over your materials to make sure you have everything required to perform this activity. Notify the teacher if anything is missing or broken.

C. Get the frozen fish from the refrigerator. Unwrap the specimen and lay it on a tray or piece of plastic. Using the scalpel, remove two scales from the area **behind the pectoral fin.** Refer to the diagram of fish anatomy.

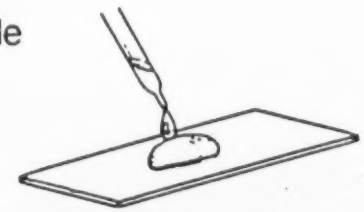
D. Follow these steps carefully to make a slide of your scales.



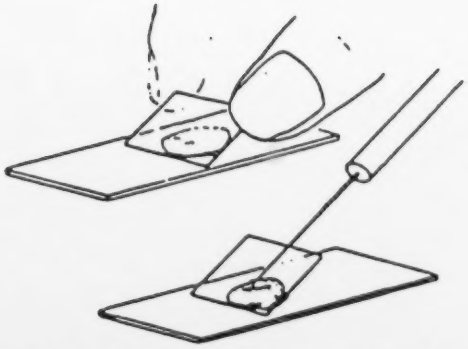
Place object on slide



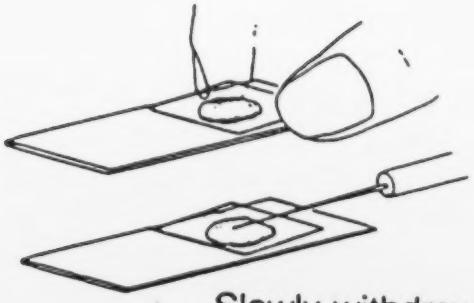
Place edge of cover slip against slide



Add a drop of colorant



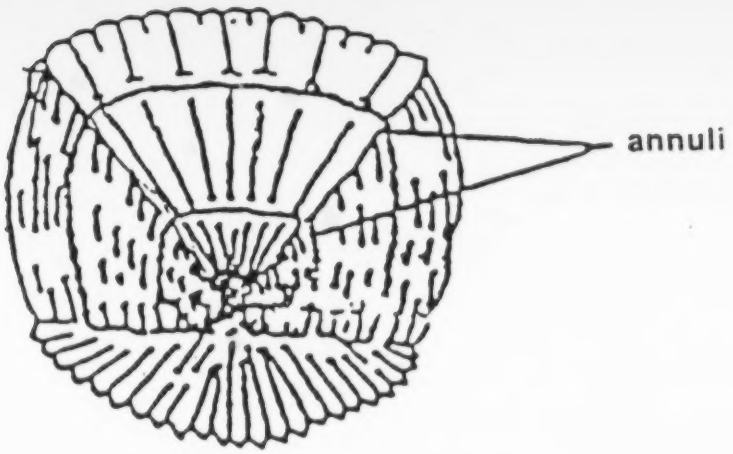
Use fingers or teasing needle to slowly lower cover slip



Slowly withdraw fingers or needle probe

Try to avoid trapping air bubbles under the cover slip

E. Use the diagram below to help you identify the **annuli** on the scales.



Each **annuli** equals one year in age. Focus your microscope carefully to determine the age of the fish. Record the age and answer the questions about your specimen on your answer sheet.

F. Rewrap the fish carefully and return it to the freezer.

STEP THREE

A. Ichthyologists are highly trained scientists. They perform many duties, such as teaching, laboratory work, and report writing. To find out more about this career, read the Ichthyologist Information Page.

B. Answer the questions about this career on your answer sheet.

Ichthyologist Information Page

Ichthyologists, or Fish Zoologists, study the origin, behavior, and diseases of freshwater and saltwater fish. The Ichthyologist spends time on the ocean or at lakes to study the natural habits and homes of fish. They also work in laboratories, where they conduct experiments, and other research projects.

The minimum education required for this career is a 4 year college degree, called a Bachelor of Science in the field of Zoology (the study of animal life). Most Ichthyologists have an advanced degree, such as a Master's (6 years) or a Ph.D. (doctorate degree).

Most Ichthyologists work in the field (at ocean or lake sites) and in clean, well-equipped laboratories. The hours may vary, depending on the particular research project that the Ichthyologist is involved in.

The need for Ichthyologists is expected to increase, as with other occupations in Zoology. Interest in the oceans as the "last frontier" on earth has increased in recent years. New areas of science are always opening up as the result of recent discoveries and new technologies.

The salary for Ichthyologists, as with other Zoologists begins around $20,000 a year. Experience will bring around $30,000 a year.

Beginning Ichthyologists usually work as assistants, and perform such tasks as laboratory testing, and other work. Those with advanced degrees work as researchers and college professors. Some also work as consultants with various private and government agencies.

If you are interested in a career in Ichthyology or a related field, you should have a strong aptitude in the life sciences, physical sciences, and mathematics. A strong background in computers would also be helpful.

For more information, contact:

American Institute of Biological Sciences
730 11th Street NW
Washington, D.C. 20001

Name_____

Ichthyologist Answer Sheet

STEP ONE

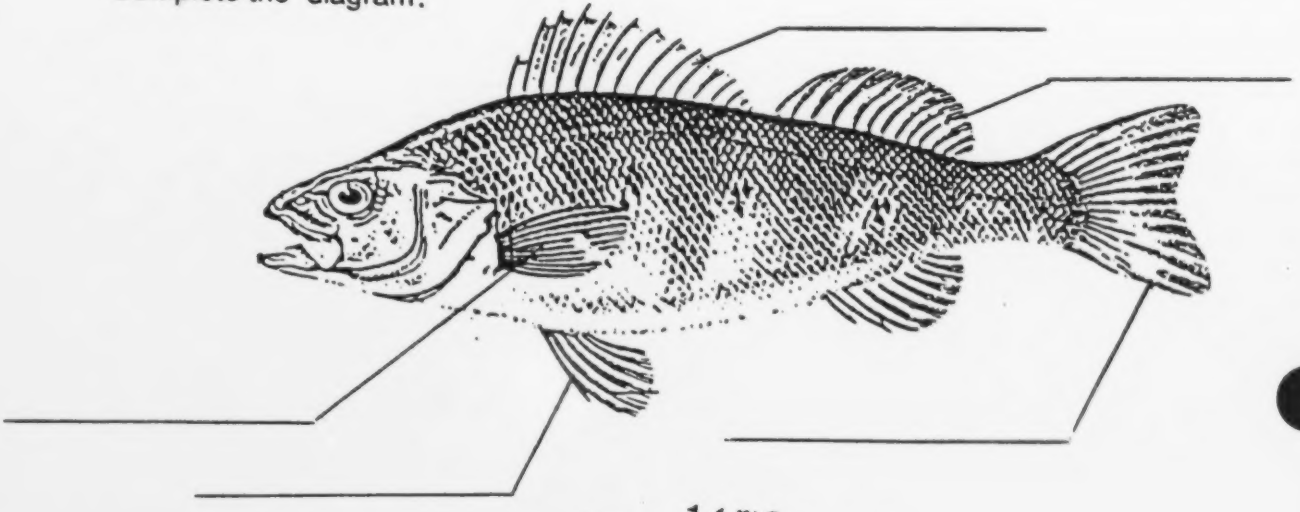
Read the information about fish anatomy and match the correct terms with their definitions below.

_____fish with skeletons	a. protective coloration
_____longest fish	b. median
_____smooth scales	c. placoid
_____sharp scales	d. mucus producing cells
_____vertical fins	e. bony
_____identical fins	f. paired
_____tail fin	g. cycloid
_____shark scale	h. sturgeon
_____allows fish to blend in	i. caudal
_____slimy feeling	j. ctenoid

Label the diagram below with the correct terms.

_____ _____ _____ _____

Complete the diagram.



STEP TWO

Study the fish scale under the microscope. Answer the questions below.

1. How many annuli were present?_____

2. Measure the fish with the ruler. How long is it?_____inches

3. Assume that fish grew the same amount each year. How much did your fish grow each year?

_____ ÷ _____ = _____

length ÷ annuli (years) = growth per year

STEP THREE

Read the Ichthyologist Information Page and answer the questions below.

1. What subjects should you have an aptitude for if you are interested in a career in Ichthyology?_____
_____

2. What positions can an experienced Ichthyologist advance to?_____
_____

3. What is Zoology?_____
_____

4. Where do Ichthyologists work?_____
_____

5. Today you performed an activity that an Ichthyologist might perform. Did you enjoy this work?_____Explain your answer in complete sentences.
_____

_____

Name_____

Ichthyologist Answer Sheet

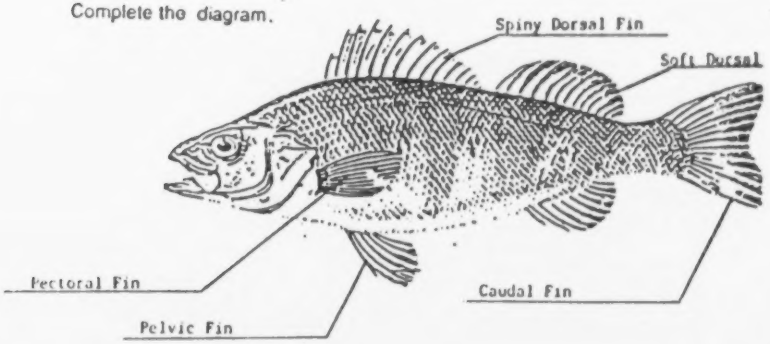
STEP ONE
Read the information about fish anatomy and match the correct terms with their definitions below.

e fish with skeletons	a. protective coloration
h longest fish	b. median
k smooth scales	c. placoid
j sharp scales	d. mucus producing cells
b vertical fins	e. bony
f identical fins	f. paired
i tail fin	g. cycloid
c shark scale	h. sturgeon
a allows fish to blend in	i. caudal
d slimy feeling	j. ctenoid

Label the diagram below with the correct terms.

Ganoid _____ Ctenoid _____ Placoid _____ Cycloid _____

Complete the diagram.



(STUDENT ANSWERS MAY VARY)

STEP TWO
Study the fish scale under the microscope. Answer the questions below.

1. How many annuli were present?_____

2. Measure the fish with the ruler. How long is it?_____inches

3. Assume that fish grew the same amount each year. How much did your fish grow each year?

_____ ÷ _____ = _____
length ÷ annuli (years) = growth per year

STEP THREE
Read the Ichthyologist Information Page and answer the questions below.

1. What subjects should you have an aptitude for if you are interested in a career in Ichthyology? life sciences, physical sciences and mathematics, computers

2. What positions can an experienced Ichthyologist advance to? researchers and college professors, consultants

3. What is Zoology? the science or study of animal life, for example an Ichthyologist studies the origin, behavior and diseases of fish

4. Where do Ichthyologists work? in the field (at ocean or lake sites) and in laboratories

5. Today you performed an activity that an Ichthyologist might perform. Did you enjoy this work?_____Explain your answer in complete sentences.

Student opinion

1120

PHYSICAL OCEANOGRAPHER

Marine Science
Cluster

Scientific Interest
Area

SUBJECT CORRELATION: Science, Math, Reading, Social Studies

JOB DESCRIPTION: Physical oceanographers are scientists who carry out research on ocean tides and currents. They are concerned with the physical properties of oceans, such as density and temperature, and the oceans' ability to transmit light and sound.

MATERIALS NEEDED:
Ocean Wave Jar*
Physical Oceanographer Answer Sheet
Pencil
OOH
Occupational Information Sheet

*To make an Ocean Wave Jar, you will need a plastic baby oil bottle or shampoo or detergent bottle, turpentine, rubbing alcohol, green and blue food coloring, and tape.

1. Fill the bottle with water, then pour it into a measuring cup to determine capacity.
2. Dry bottle out completely.
3. Measure one half of the bottle's capacity. Add this much alcohol.
4. Add an equal amount of turpentine. Bottle should be completely filled -- air bubbles will ruin effect.
5. Add food coloring.
6. Squeeze out excess air.
7. Replace cap and tape to seal.

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article about a physical oceanographer.

B. Read about ocean waves and answer questions.

C. Study the movement of ocean waves and write a short paragraph describing the shape and motion of ocean waves.

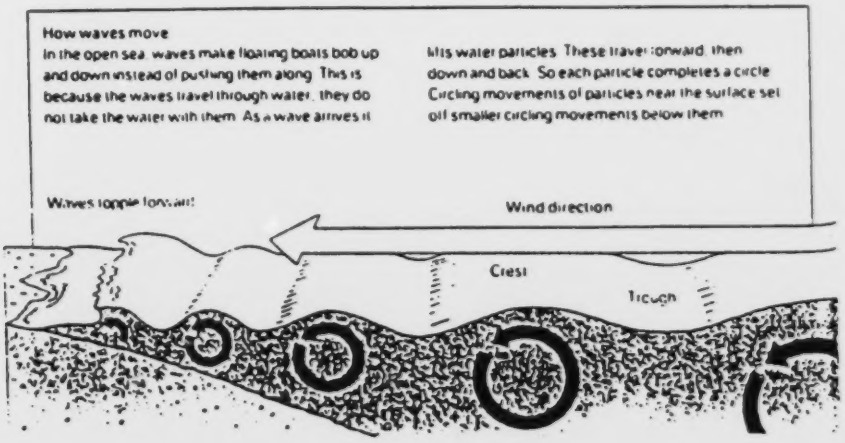
D. Learn about the cause of high and low tides and answer questions.

E. Interpret a tide table and answer questions.

WAVES AND WATER MOVEMENT

There are two kinds of waves that you can observe when you are visiting one of North Carolina's beautiful beaches. The first type is known as a PROGRESSIVE WAVE, or a wave that appears to be moving in a definite direction. The second type of wave is known as a STANDING WAVE because it appears to be moving back and forth without really going anywhere.

PROGRESSIVE WAVES have similar characteristics. They have CRESTS, which is the top of the wave and TROUGHS, which is the low point between the waves. The vertical (up and down) distance between the two is known as WAVE HEIGHT. The WAVE LENGTH is the distance from one crest to another.


How waves move
In the open sea waves make floating boats bob up and down instead of pushing them along. This is because the waves travel through water, they do not take the water with them. As a wave arrives it
lifts water particles. These travel forward, then down and back. So each particle completes a circle. Circling movements of particles near the surface set off smaller circling movements below them.
Waves topple forward
Wind direction
Crest
Trough

STEP TWO

A. Locate the "Ocean Wave" Jar. Slowly move the jar ends up and down to make the motion of a wave. Does the rest of the water move with the waves?

B. Observe the shape and movement of the waves, and write a short paragraph describing the shape and motion of ocean waves.

STEP THREE

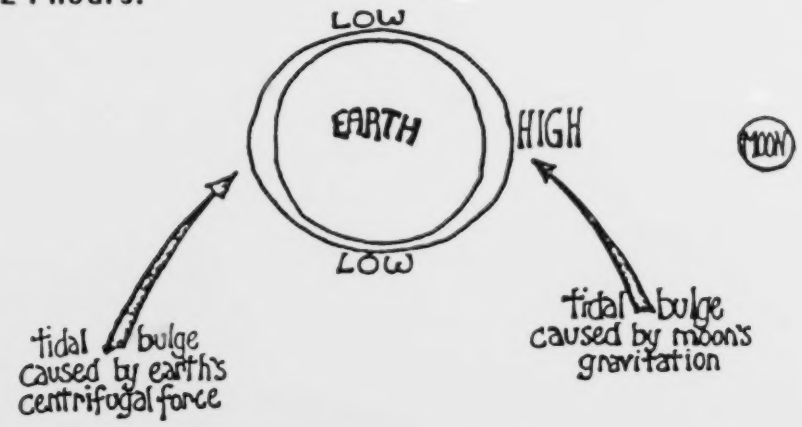
A. When we observe the level of the water changing, we call this the changing of the tide. Tide changes are especially noticable when waves crash on the beach. Tide changes are responsible for beach erosion, which is the washing away of sand and land masses. This is evident at many beaches in North Carolina. High tides have also been responsible for the danger that the Cape Hatteras Lighthouse now faces, as the ocean has approached the foot of the lighthouse.

BEST COPY AVAILABLE

B. Tides are caused by the gravitational pull of the moon on the Earth's surface. To find out more about these gravitational forces, read the following:

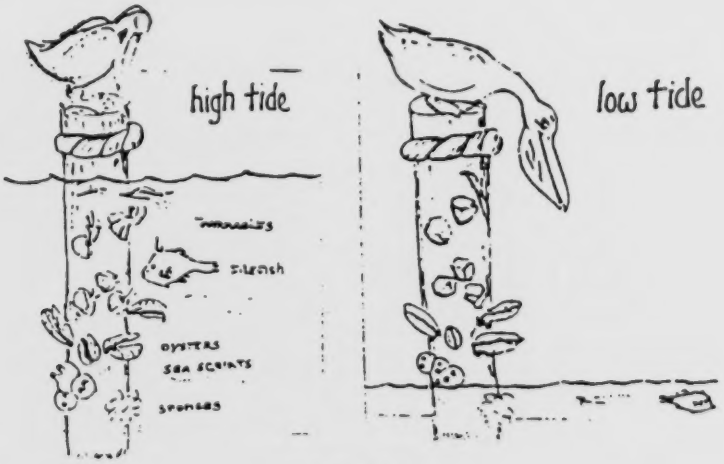
Tides are formed as water reacts to the moon's GRAVITATIONAL PULL. The moon's gravitational power pulls the oceans' water toward it and away from the earth's surface, which results in a "bulge" on the side that faces the moon. A bulge is formed on the other side of the earth because of the spinning motion caused by centifugal force.

Since the earth completes one rotation every 24 hours, all coast lines have two high tides and two low tides every day for a total of 4 tides in 24 hours.



C. Study the diagrams found on your answer sheet. As you can see, the "thickness" of the oceans are greatly exaggerated. The "bulge" of the ocean in each diagram illustrates the gravitational pull of the moon.

D. Answer the questions that accompany the diagrams. If you need help understanding tides, call the teacher.



STEP FOUR

A. Study the tide table below. As you can see, a tide table shows the following information:

1. the month, day, and date
2. there are 2 high tides a day
3. there are 2 low tides a day
4. the time of each tide
5. the height of each tide
6. the phases of the moon during the month

B. How well can you understand a tide table? Demonstrate your knowledge by answering the questions on your answer sheet.

TIDE TABLE: LOS ANGELES, DECEMBER

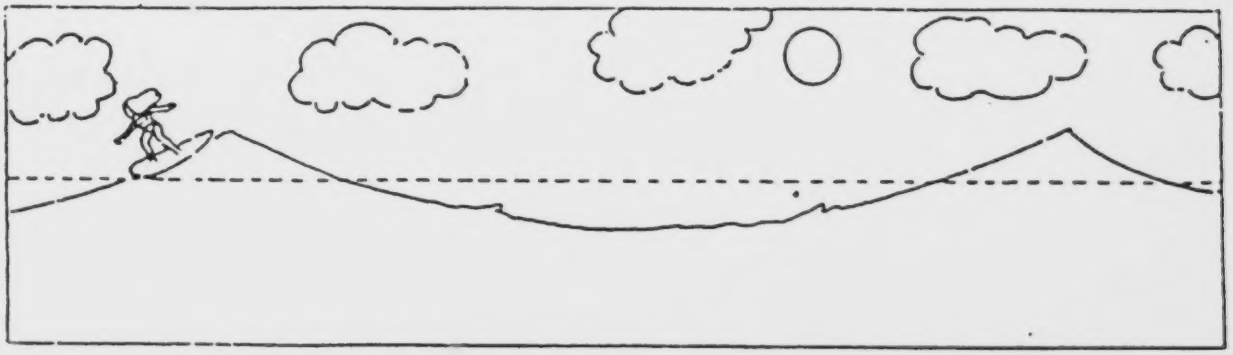
		HIGH TIDES				LOW TIDES			
DAY	MOON	TIME	HT(m)	TIME	HT(m)	TIME	HT(m)	TIME	HT(m)
M 1		7:10a	2.07	8:37p	1.28	12:51a	0.45	2:15p	-0.36
T 2		7:49a	2.13	9:26p	1.28	1:33a	0.51	3:00p	-0.42
W 3	●	8:31a	2.10	10:13p	1.28	2:15a	0.54	3:42p	-0.42
T 4		9:12a	2.01	11:02p	1.24	3:00a	0.60	4:27p	-0.33
F 5		9:54a	1.88	11:52p	1.21	3:42a	0.67	5:10p	-0.24
S 6		10:33a	1.73	–	–	4:32a	0.73	5:55p	-0.12
S 7		12:48a	1.21	11:20a	1.52	5:28a	0.82	6:39p	0.03
M 8		1:44a	1.21	12:11p	1.34	6:42a	0.85	7:30p	0.18
T 9		2:45a	1.24	1:23p	1.15	8:16a	0.82	8:20p	0.30
W 10	◐	3:35a	1.31	2:53p	1.00	9:54a	0.73	9:13p	0.42
T 11		4:22a	1.40	4:29p	0.97	11:10a	0.57	10:02p	0.51
F 12		4:58a	1.49	5:50p	0.97	11:58a	0.39	10:49p	0.57
S 13		5:33a	1.58	6:43p	1.00	12:41p	0.24	11:32p	0.60
S 14		6:04a	1.67	7:32p	1.06	1:16p	0.09	–	–
M 15		6:31a	1.73	8:10p	1.09	12:11a	0.64	1:48p	-0.03
T 16		7:08a	1.82	8:46p	1.12	12:46a	0.64	2:23p	-0.15
W 17		7:40a	1.88	9:21p	1.15	1:22a	0.64	2:55p	-0.21
T 18	○	8:14a	1.93	9:59p	1.18	1:59a	0.64	3:29p	-0.27
F 19		8:50a	1.93	10:38p	1.21	2:36a	0.64	4:05p	-0.27
S 20		9:28a	1.88	11:20p	1.21	3:17a	0.64	4:43p	-0.24
S 21		10:11a	1.79	–	–	4:06a	0.67	5:22p	-0.18
M 22		12:05a	1.28	10:58a	1.64	5:02a	0.70	6:05p	-0.09
T 23		12:51a	1.31	11:55a	1.43	6:13a	0.70	6:51p	0.06
W 24		1:46a	1.40	1:08p	1.21	7:41a	0.64	7:40p	0.21
T 25	◑	2:42a	1.49	2:44p	1.06	9:15a	0.51	8:40p	0.36
F 26		3:38a	1.61	4:28p	1.00	10:41a	0.30	9:45p	0.45
S 27		4:36a	1.73	5:59p	1.03	11:50a	0.09	10:47p	0.54
S 28		5:24a	1.85	7:04p	1.09	12:42p	-0.12	11:44p	0.57
M 29		6:11a	1.95	7:57p	1.15	1:31p	-0.27	–	–
T 30		6:57a	2.01	8:41p	1.21	12:35a	0.57	2:13p	-0.36
W 31		7:40a	2.04	9:21p	1.24	1:24a	0.57	2:52p	-0.39

Name _____

PHYSICAL OCEANOGRAPHER ANSWER SHEET

STEP ONE

1. Using the diagram below, mark a crest, trough, and wavelength.



2. When there are big waves at sea, will a submerged submarine feel motion? _____ Explain your answer.

_____

_____

3. What is a "tidal wave?" _____

_____

STEP TWO

Study the "Ocean Wave" jar. Slowly move the ends of the jar up and down. Does the water move with the waves? Describe what you see, and what you think is happening as the ocean currents occur. If you put a lightweight object in the jar, would it crash against the sides of the jar when you made "waves?"

Write your observations below in complete sentences.

_____

_____

_____

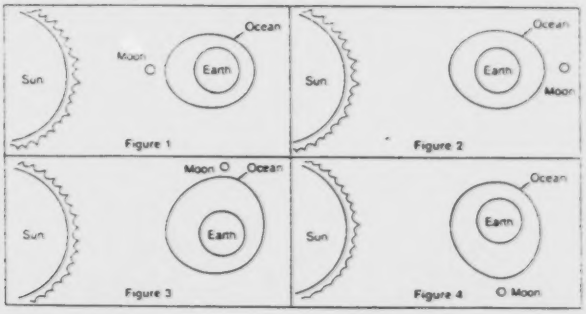
_____

_____

_____

STEP THREE

Read the article "How Does the Moon Affect the Tides?" Study the diagrams below and answer the questions.



1. Draw arrows on each diagram to show the directions the Earth and sea water are pulled during each high tide.

2. Since the ocean surface bulges on both sides of the Earth and the Earth rotates once a day, how many high tides will one place have? _____

STEP FOUR

Study the tide table and answer the questions below.

1. About how much time is there between high and low tides? _____

2. On what day is the tide the highest? _____
   At what time? _____

3. What could happen to a person on the ocean if he/she failed to check the tide tables? _____
   _____

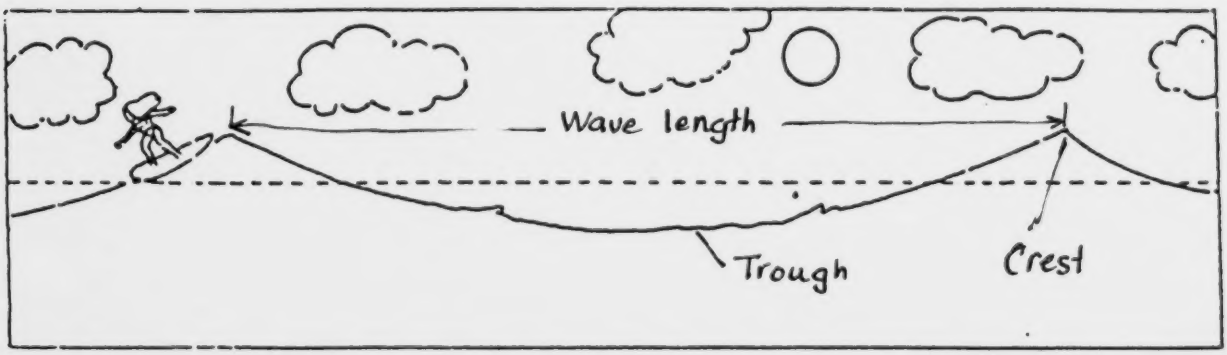
4. Could knowing the times of high and low tides be helpful in catching fish? In searching for shells? Explain your answers. _____
   _____

Name _____

KEY: PHYSICAL OCEANOGRAPHER ANSWER SHEET

STEP ONE

1. Using the diagram below, mark a crest, trough, and wavelength.



2. When there are big waves at sea, will a submerged submarine feel motion? no Explain your answer. because water does really move when the waves are rolling

3. What is a "tidal wave?" Tidal waves are high and low waves caused by the gravitational pull of the moon on the earth.

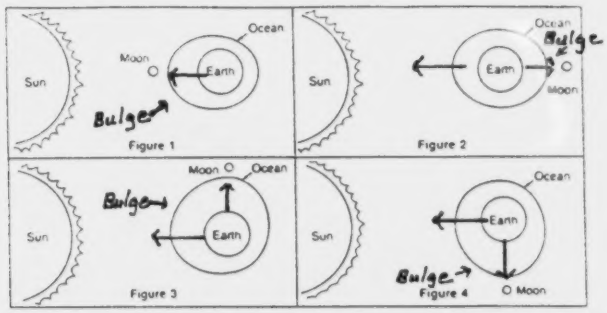
STEP TWO

Study the "Ocean Wave" jar. Slowly move the ends of the jar up and down. Does the water move with the waves? Describe what you see, and what you think is happening as the ocean currents occur. If you put a lightweight object in the jar, would it crash against the sides of the jar when you made "waves?"

Write your observations below in complete sentences.

STEP THREE

Read the article "How Does the Moon Affect the Tides?" Study the diagrams below and answer the questions.



1. Draw arrows on each diagram to show the directions the Earth and sea water are pulled during each high tide.

2. Since the ocean surface bulges on both sides of the Earth and the Earth rotates once a day, how many high tides will one place have? 2

STEP FOUR

Study the tide table and answer the questions below.

1. About how much time is there between high and low tides? about six hours

2. On what day is the tide the highest? Tuesday, December 2
   At what time? 7:49 a.m.

3. What could happen to a person on the ocean if he/she failed to check the tide tables? (answers will vary)

4. Could knowing the times of high and low tides be helpful in catching fish? In searching for shells? Explain your answers. yes (explanations will vary)

RADIO OFFICER

Marine Science
Cluster

Business Detail Interest
Area

SUBJECT CORRELATION: English, Reading, Math, Science

JOB DESCRIPTION: A radio officer sends and receives messages from his or her ship to other vessels and to shore. Radio officers are employed by the U.S. Navy and the U.S. Merchant Marine.

MATERIALS NEEDED:
Telegraph Set*
Radio Officer Answer Sheet
Radio Officer Information Page
Pencil

*See attached page for instruction in assembly.

INSTRUCTIONS:

1. Study the Morse Code Key and translate 10 Morse Code messages.
2. Using the Morse Code Key, send three messages.
3. Practice using a telegraph set.
4. Read the Radio Officer Information Page and answer Job Information Questions.

MAKING A TELEGRAPH SET

Two-way communication can be achieved with two telegraph sets. Each set includes a key, a sounder, and a battery. The key of one set is connected to the sounder of the other. Directions for making a simple telegraph set are given below.*

1. The base of the set is a flat piece of wood that holds the sounder. First, nail together the wood base, one of the smaller wood blocks, and the T-shaped piece of tin, as shown.

2. The sounder. Hammer two steel nails into one end of the base. Wind a piece of insulated wire around the nails -- about 30 turns for each -- to form coils. Connect the coils to the battery with one end of the wire. Leave the other end loose to connect the coils to the key. Hammer a bent aluminum nail next to, but not touching, the T-shaped piece of tin.

3. The key is the thin metal strip mounted on one of the small blocks. Push two thumbtacks halfway through the key. Scrape the insulation from one end of the wire attached to the sounder coils. Wrap the bare wire around the tacks and press down.

4. Bend the key upward about half an inch from the block. Press the third thumbtack under the raised end. Take a piece of wire and scrape the insulating material from each end. Take a piece of wire and scrape the insulating material from each end. Connect the tack to the battery with the wire. The key should touch the tack when pressed and spring up when released.

5. Touching the key to the tack causes electricity to flow through the circuit. Electromagnets pull the metal T down, making a clicking sound. When the key is released, the T springs up and strikes the bent nail, making another clicking sound. These sounds form the dots and dashes of the telegraph code.

*Telegraphs can also be made with the Radio Shack "60 in 1" Electronic Kits.

RADIO OFFICER

STEP ONE

A. Morse Code is a method used to communicate between two ships or between a ship and land. It consists of a series of **dots** or short taps, and **dashes,** which are longer. The radio officer presses a key on a telegrph to make the dot and dash signals, which in turn travel by radio waves to a receiving telegraph.

B. Study the **Morse Code Key** below. Do you think you can translate a message into written English? Transcribe the messages concerning **boating safety** on your answer sheet. Study the sample message and translation to get a better understanding.

Study the example below:

...././.-../.-../--- -/...././.-./.

H E L L O T H E R E

MORSE CODE

A	•—	N	—•
B	—•••	O	———
C	—•—•	P	•——•
D	—••	Q	——•—
E	•	R	•—•
F	••—•	S	•••
G	——•	T	—
H	••••	U	••—
I	••	V	•••—
J	•———	W	•——
K	—•—	X	—••—
L	•—••	Y	—•——
M	——	Z	——••

STEP TWO

A. Radio officers **send** and **receive messages.** Most messages are short and to the point to make them more understandable.

B. Send three short messages in **Morse Code** about Career Exploration at our school. Write them on your answer sheet.

STEP THREE

A. Radio officers must develop a **keen sense of hearing** and a very **high degree of concentration** in order to translate an **audio** (sound only) message.

B. Test your hearing and concentration with your partner by sending a simple message on the telegraph set. Try your hand at **one-word** messages such as "cat" or "dog." If you get a good feel for translating longer audio messages, have your partner send a short phrase or sentence.

STEP FOUR

A. Radio officers are usually employed by the U.S. Navy and the U.S. Merchant Marine. They must be highly trained personnel and be able to pass an examination in order to obtain a license from the F.C.C. (Federal Communications Commission).

B. In order to find out more about radio officers, read the Radio Officer Information Page. Answer the questions concerning this career on your answer sheet.

RADIO OFFICER ANSWER SHEET

STEP ONE

Study the Morse Code Key and translate the message about boating safety.

1. .--/. .-/.-./. .../-/.-./.-/-./-.././-..

2. ..././-./-.. ...././.-../.--.

3. -.-./.-/.-../.-.. -/..../. -.-./---/.-/.../- --./..-/.-/.-./-..

4. .--./---/.../.../../-.../.-../. -...//---/.-/-/../-./--. .-/-.-./-.-./../-.././-./-

5. .-/.-../.--/.-/-.--/... .--/./.-/.-./ .-/.--/..-./-..

6. -../../...-/. /.-. -..././.-../---/.-- ..-/.-../.-/--.

7. .../-/---/.-./-- .-/.-./.--./.-./---/.-/-.-./..../../-./---

8. -.../---/.-/- -/.-/-.-/../-./--. --/-. .--/.-/-/./.-.

9. ./-./--./../-./. - /.-./---/..-/-.../.-../.

10. ---/...-/./.-./-.../---/.-/.-./-..

1189

1134

1190

RADIO OFFICER ANSWER SHEET (Cont'd.)

STEP TWO

Write three short messages in Morse Code:

1. Message: _____
   Translation: _____

2. Message: _____
   Translation: _____

3. Message: _____
   Translation: _____

STEP THREE

Morse Code message sent by partner:

_____
_____

STEP FOUR

Read the Radio Officer Information Page and answer the questions below:

1. What kinds of skills should a radio officer possess? _____
   _____
   _____

2. A skilled radio officer may advance to become a _____
   _____ or a _____ _____

3. List two disadvantages to this career:
   1. _____
   2. _____

4. Radio officers often monitor the emergency frequency for _____
   _____ and _____ calls.

5. The salary range for this career is $_____ to $_____ per month.

6. A beginning radio officer needs a _____ _____ permit from the F.C.C. A _____ _____ permit is preferable.

7. Why may it be more difficult to find this kind of work in the future? _____
   _____

8. Whom can you contact for more information? _____
_____

9. Other than shipping companies, _____.
and _____ employ radio officers.

10. Why do you think a radio officer keeps a log of all incoming and outgoing messages? _____

ANSWER KEY FOR RADIO OFFICER

STEP ONE

Translation of Boating Safety messages:

1. Were are stranded.
2. Send help.
3. Call the Coast Guard.
4. Possible boating accident.
5. Always wear a PFD.
6. Diver below flag.
7. Storm approaching.
8. Boat taking on water.
9. Engine trouble.
10. Overboard.

STEP TWO

Answers will vary.

STEP THREE

Answers will vary.

STEP FOUR

Read the Radio Officer Information Page and answer the questions below.

1. What kinds of skills should a radio officer possess? Clear and understandable speaking voice, mechanical and electronic knowledge, typing.

2. A skilled radio officer may advance to become a a training instructor supervisor or a chief engineer.

3. List two disadvantages to this career:
   1. repetitious and tedious job assignments
   2. constant sitting, weekend and night work

4. Radio officers often monitor the emergency frequency for ship and emergency calls.

5. The salary range for this career is $ 1,600 to $ 2,700 per month.

6. A beginning radio officer needs a third class permit from the F.C.C. A second class permit is preferable.

7. Why may it be more difficult to find this kind of work in the future? communications equipment is becoming more automated and computerized

8. Whom can you contact for more information? Federal Communications Commission

9. Other than shipping companies, the U.S. Merchant Marine and the U.S. Navy employ radio officers.

10. Why do you think a radio officer keeps a log of all incoming and outgoing messages? (student opinion)

COURSE: Exploring Career Decisions UNIT: Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.13 Simulate a variety of job tasks in the Personal Service cluster.

TIME: 1.5 hours

OUTLINE	STRATEGIES/ACTIVITIES
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

Resources:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.14

NOTE TO TEACHER: You will need to make your own chart of varieties of flowers with matching identification cards for Floral Designer.

CLERGY

Personal Service
Cluster

Humanitarian Interest
Area

SUBJECT CORRELATION: English, Reading

JOB DESCRIPTION: A religious worker (minister) must do more things than preach a sermon every Sunday. The duties of a minister vary from calling on the sick, counseling, conducting classes, funerals, and performing marriage ceremonies to baptizing babies and adults. A religious worker must be a flexible, personable, pleasant person and willing to change plans at any time.

MATERIALS NEEDED:
OOH and/or other resource material
Occupational Information Sheet
Paper and pencil
Clergy Activity Sheet

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article on the job of the clergy.

B. Complete the Clergy Activity Sheet, following the directions given.

CLERGY ACTIVITY SHEET

INSTRUCTIONS

A person in the clergy is called upon by a wide variety of people to offer help and understanding. People of all ages, races, and backgrounds seek help from the clergy. From the following list, choose five (5) people. Then, in detail, describe how you would specifically help each of these people. Role-play in small groups your strategies for providing help in the situations chosen.

A. A 14-year-old girl who has just discovered she is pregnant.

B. A lady who learns she has terminal cancer.

C. A drug addict.

D. A kleptomaniac.

E. An alcoholic.

F. The 12-year-old boy who has run away from home.

G. A divorced man who still wants to be married to his ex-wife.

H. The family of a girl who is in a coma due to an automobile accident.

I. A man who is crippled and thinks you should be able to cure him since you are of the clergy.

J. The two boys who threw rocks through the church's stained glass windows.

K. The lady whose husband has just died.

L. The family whose house was destroyed by a tornado.

M. The lady whose cousin is coming to America from Austria and does not speak any English.

N. The person who wishes to marry someone of a different race.

DISPLAY COORDINATOR

Personal Service
Cluster

Artistic Interest
Area

SUBJECT CORRELATION: Art, Math, Reading, Marketing, Home Economics

JOB DESCRIPTION: Display coordinators must design and set up displays in windows, point-of-purchase areas, and sales booths relating to the store's merchandise. They must be creative, resourceful, and have an acute sense of the principles of design. They must have excellent communication skills necessary for presentations and must possess selling skills.

MATERIALS NEEDED:
OOH and/or other occupational resources
Occupational Information Sheet
Cardboard box
Construction paper
Fabric
Carpet samples
Wallpaper
Fashion dolls, clothes, accessories
Clear plastic wrap or plexiglass
Other items as needed

INSTRUCTIONS:

A. Complete an Occupational Information Sheet after reading an article on the job of a display coordinator.

B. Cut hole in box and permanently affix window of plastic wrap or plexiglass.

C. Give students supplies and instruct them to create an attractive window display.

FLORAL DESIGNER

Personal Service
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: Art, Math, Reading, Social Studies, Science

JOB DESCRIPTION: Floral designers cut and arrange fresh, dried, or artificial flowers and greenery into a design to express the feelings of the sender. They usually work from a written order indicating the occasion, customer preference for color and type of flower, price, and the date, time, and location the arrangement or plant is to be delivered.

MATERIALS NEEDED:

OOH
Occupational Information Sheet
Flower Identification Chart and Cards
Floral Designer Answer Sheet
Floral supplies
Pencil

INSTRUCTIONS:

A. Read an article on the job of a floral designer and complete the Occupational Information Sheet.

B. Complete the following activities:
   1. Flower identification
   2. Designing a floral arrangement
   3. Customer's order form
   4. Florist advertisement questions

A. FLOWER IDENTIFICATION

Locate the cards with pictures of different flowers in your center. Use the flower identification chart to help you identify each flower card and then write the name of each flower beside that number on your answer sheet.

B. DESIGNING A FLORAL ARRANGEMENT

Using the supplies provided, choose one of the following arrangements to make:

(1) A customer wishes to have a small arrangement of colorful flowers sent to a sick friend in the hospital.

(2) A customer needs a small arrangement for a friend who has just come home from the hospital with a new baby boy or girl.

HELPFUL HINTS:

- Flowers and greenery should extend over the edge of the container.
- Greenery should fill in between the flowers or frame the flowers.
- The arrangement should look balanced.
- Bows and other accessories add color and make it special.

When you finish the arrangement, show it to your teacher to receive credit. Once you have been given credit, take the arrangement apart and return the floral supplies to their proper places so they may be located and used again.

C. CUSTOMER'S ORDER FORM

The beginning floral designer should describe each customer's order in detail on the work order form. Use the sample order form below as a guide in helping you complete the customer's order on your answer sheet.

WORK ORDER FORM

020294

Jaguar Florist

CUSTOMER INFORMATION

SOLD TO: Mary Williams

ADDRESS P.O. Box 436

CITY Smithfield STATE N.C.

ZIP 27577

TAKEN BY John or Jane Flowers

FLOWER DESCRIPTION:

bud vase of red carnations with greenery and bow

6 red carnations	6 X $.50 =	3.00
budvase	1 X 2.50 =	2.50
bow	1 X .50 = +	.50
		$6.00

PAYMENT $6.00

SALES TAX .36

TOTAL $6.36

S M Tu (W) Th F Sat

DATE Sept. 30

IF TIME DEL., REASON

TIME REQUESTED 1:00 P.M.

C.O.D.

DELIVER TO Jim Johnson

Johnston Memorial Hospital - Smithfield N.C.

NO. OF PKGS.

SIGNATURE OR DRIVER NOTE _____

020294

Use the following information to help complete your order form:

Jim Smith is your customer. His address is 25278 Green Street. He lives in Raleigh, NC 27602. This order was taken by you, so sign your own name. He is ordering a basket of fresh flowers containing:

4 red roses
5 daffodils
10 white daisies
4 pink carnations
4 red tulips
greenery
bow

To determine the total price for this order, you will have to refer to the flower price list below:

FLOWER PRICE LIST

Item	Price	
carnations	$ .50	
daisies	.40	
daffodils	.45	
mums	2.50	per bunch
roses	2.50	each
tulips	.70	
violets	2.00	per bunch
greenery	1.50	
basket	2.50	
ribbons, bows, decorations	.50	

Use the calculator in your center to calculate the cost of the flowers, basket, etc., and write this amount in the payment box.

To figure sales tax, multiply the payment amount times 6% (.06) and round off to the nearest cent.

To figure total payment, add the payment amount to the sales tax and write that amount in the total box.

Mr. Smith wants the flowers delivered on Friday, January 8, to Mary Ann Johnson, at Al Smith Buick, Raleigh, NC 27607. He requests they be delivered at 9:00 A.M. if at all possible.

Remember to compare your completed customer order form with the sample given in these directions to make sure you have not forgotten any information.

D. FLORIST ADVERTISEMENT QUESTIONS

Refer to the florists' advertisements (from the Yellow Pages) on the next page to answer the following questions on your answer sheet:

1. How many times daily does Flowers by Wanda deliver to the hospital?

2. Name the two owners of Smithfield City Florist.

3. Where is Four Oaks Flowers & Gifts located in Four Oaks?

4. What is the slogan (" ") for Weaver's Florist?

5. How long has Annie V's Flower Shop been in Clayton?

6. What are the business hours for Oldtowne Floral Expressions?

E. OPTIONAL ACTIVITY

Use attached floristry item patterns to create a paper arrangement for display.

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SMITHFIELD CITY FLORIST

"WHERE FLOWERS ARE ALWAYS FRESHER"

- A LARGE SELECTION OF HOLLAND FLOWERS
- DRIED & SILK ARRANGEMENTS
- WEDDINGS - FUNERALS
- BALLOONS - GIFTS
- GIFT BASKETS
- A LARGE SELECTION OF GREEN PLANTS

DIAL - A - BASKET

"WE WIRE FLOWERS ANYWHERE"

OWNERS: JEFF STEPHENSON & DEAN WIGGS

CHOICE

934-0942 OR **934-4196**

209 S. 3rd STREET SMITHFIELD, N.C.
(Beside First Presbyterian Church)

Annie V's Flower Shop

OVER 38 YEARS IN CLAYTON
Deliveries to Smithfield & Raleigh
Flowers for All Occasions
All Types of Balloons

Specializing in Weddings & Funerals
FRESH – DRIED & SILK FLOWERS PLANTS

"WE WIRE FLOWERS"

"We Strive to Please at Annie V's"

553-7197

121 E HINTON CLAYTO

CLAYTON FLOWER SHOP

FRESH DRIED & SILK FLOWERS
COMPLETE FLORAL SERVICE
ALL TYPES OF FLORAL DESIGNS
DECORATING & DESIGNING (BALLOONS)
WEDDINGS—FUNERALS
ANNIVERSARIES
HOSPITAL—CORSAGES
DELIVERY SERVICE

553-6312
553-6313

232 E. MAIN NIGHTS CALL 553-7709 CLAYTON

Flowers By Walda

"Our Flowers Speak For You"

989-7745

Full Service Florist

REDBOOK

Flowers Wired Nationwide

County Wide Delivery
Twice Daily Delivery To Hospital

816 Selma Rd Smithfield

FOUR OAKS FLOWERS & GIFTS

FULL SERVICE FLORIST

Fresh—Silk—Plants
Balloons
Weddings—Funerals

"WE DELIVER"

963-3788
963-3813

206 Main St. Nights Call 894-2662 Four Oaks

Oldetowne Floral Expressions

COMPLETE HOME TOWN FLORAL SERVICE

- Fresh Flowers
- Silk & Dried Flowers
- Balloons - Baskets
- Weddings • Funerals

DELIVERY SERVICE
M - F 9-6 SAT 9-1

553-8439

NIGHTS 553-6189

114 Oldetowne Square Clayton

Weaver's Florist

"More Flowers For Your Money"

Flower Designs for all Occasions

24 HOUR FULL SERVICE FLORIST
BALLOONS • CANDY • FRUIT BASKETS
WEDDINGS • FUNERAL • HOSPITALS
Free Area Delivery

919 639-0673

1148 1204

Florists—(Cont'd)

TWIGG'S FLOWERS & GIFTS
207 Quail Rd 934-4391
VARIETY GIFT BASKETS 123 S 3rd St 989-7322
Weaver's Florist
Hwy 210 & 50 Angier NC 919 639-0673
(See Advertisement This Page)

CLAYTON, N.C.

Annie V's Flower Shop 121 E Hinton St 553-7197
(See Advertisement This Page)
Bevie O'Clara's Floral Design 2808 Hwy 70 E 553-8326
(See Advertisement Page 67)

CITY FLORIST OF CLAYTO

Brinton M Johnson 553-3423
549 E Main St
549 E Main St 553-5789

(Classification Continued Next Page)

Name _____

FLORAL DESIGNER ANSWER SHEET

A. FLOWER IDENTIFICATION (CARDS)

1._____ 12._____

2._____ 13._____

3._____ 14._____

4._____ 15._____

5._____ 16._____

6._____ 17._____

7._____ 18._____

8._____ 19._____

9._____ 20._____

10._____ 21._____

11._____

B. Designing a floral arrangement (show your teacher).

C. Customer's Order Form (see back of this answer sheet).

D. Florist Advertisement Questions:

1._____

2._____

3._____

4._____

5._____

6._____

C. CUSTOMER'S ORDER FORM

WORK ORDER FORM

020294

Jaguar Florist

CUSTOMER INFORMATION

SOLD TO:

ADDRESS

CITY STATE

ZIP

TAKEN BY

FLOWER DESCRIPTION:

PAYMENT

SALES TAX

TOTAL

S M Tu W Th F Sat

IF TIME DEL., REASON

DATE

TIME REQUESTED

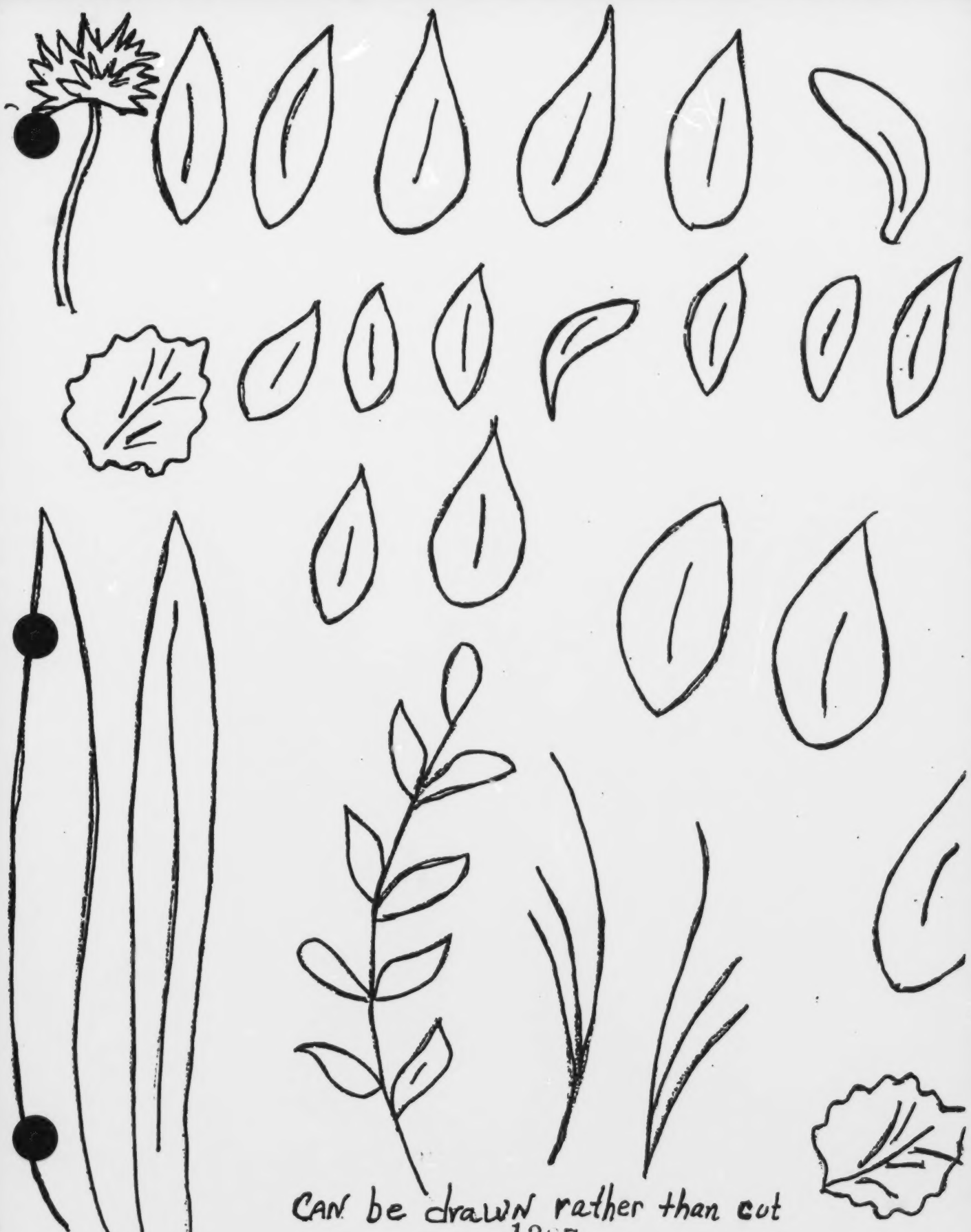
C.O.D.

NO. OF PKGS.

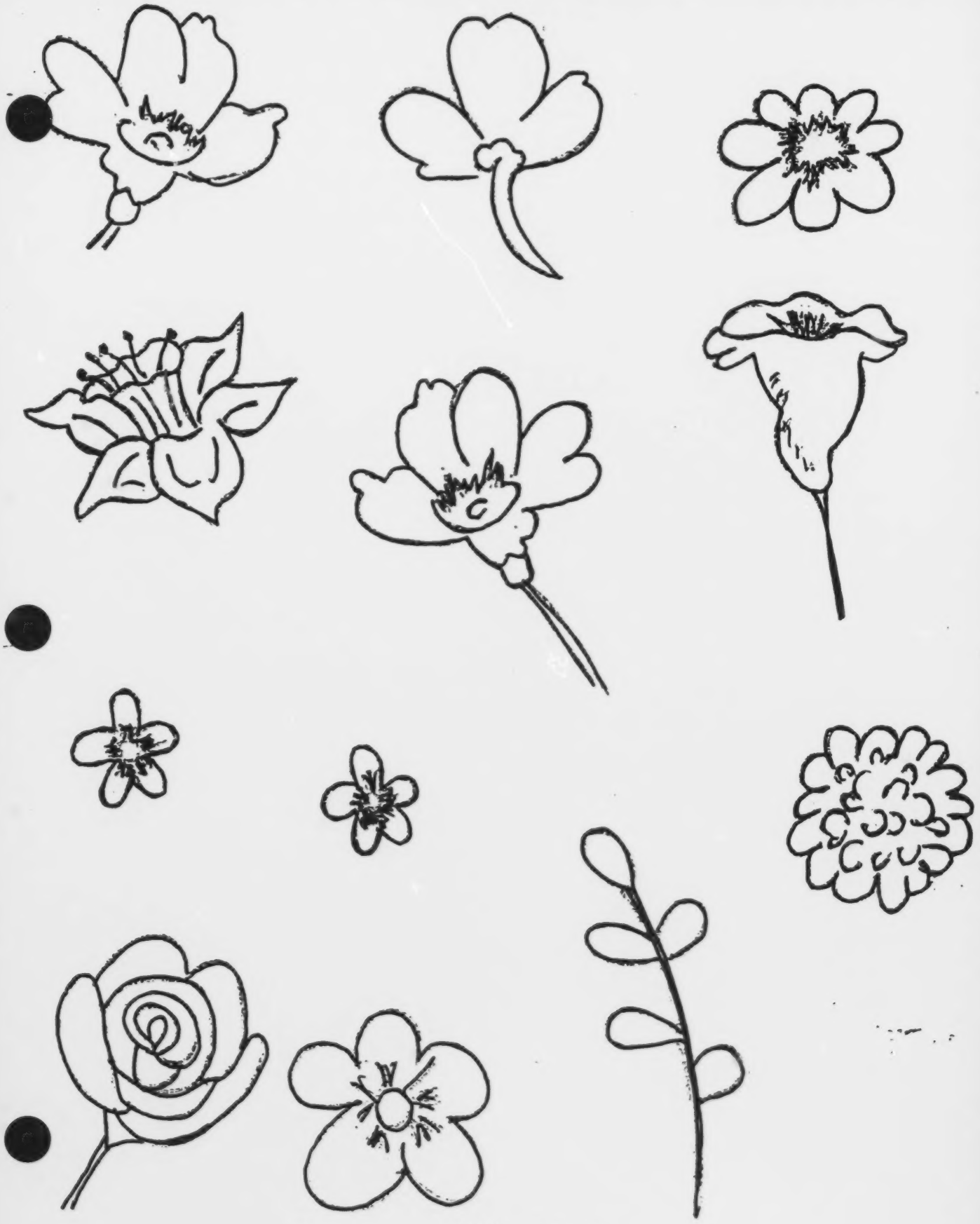
DELIVER TO

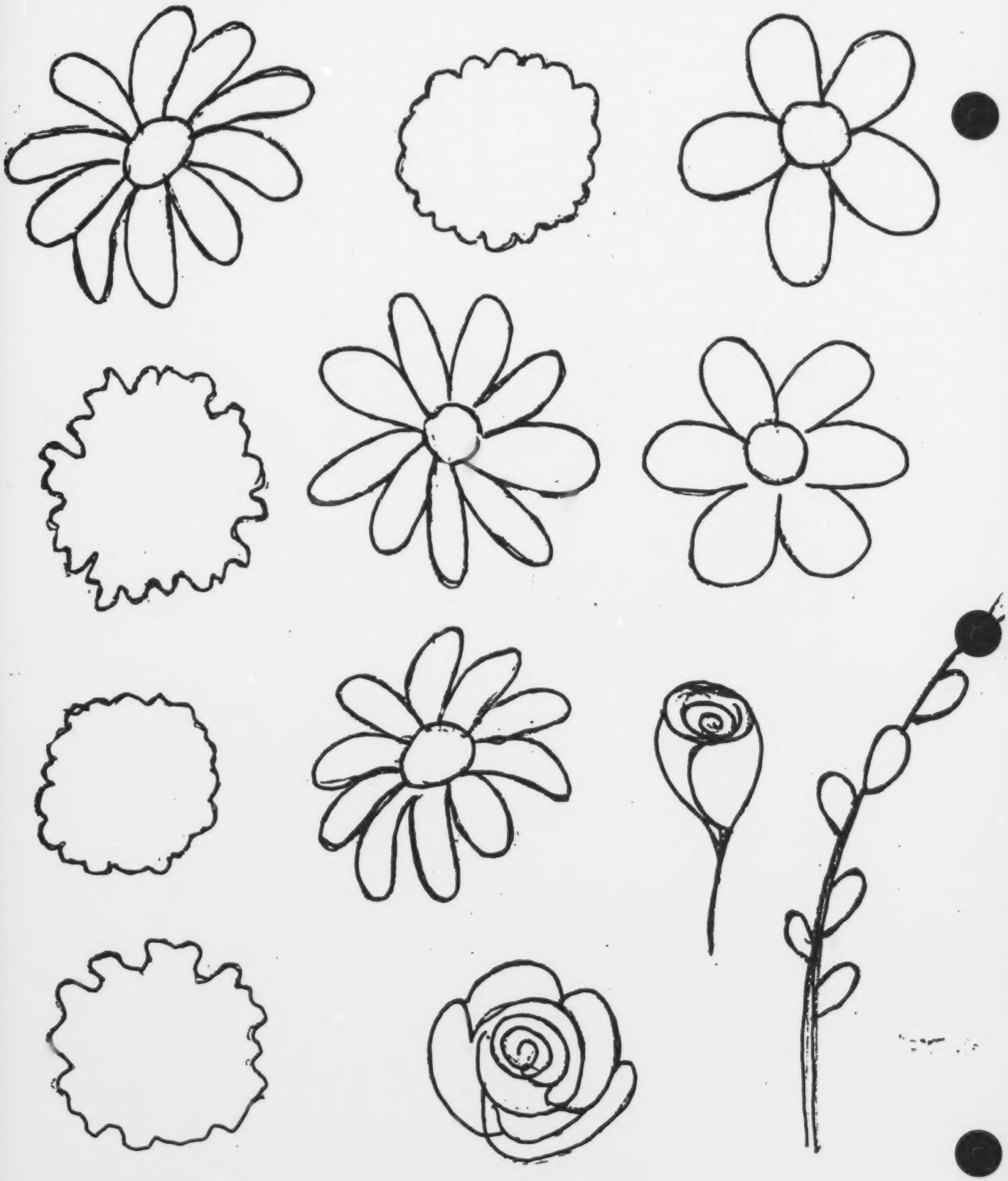
020294

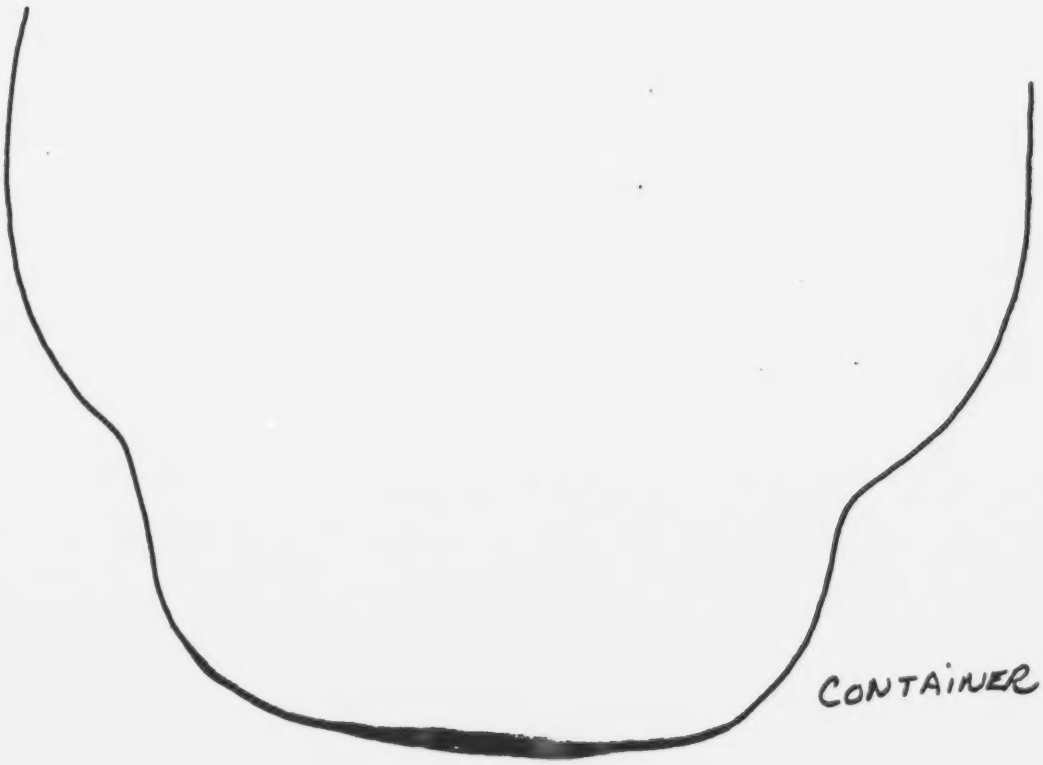
SIGNATURE
OR DRIVER NOTE



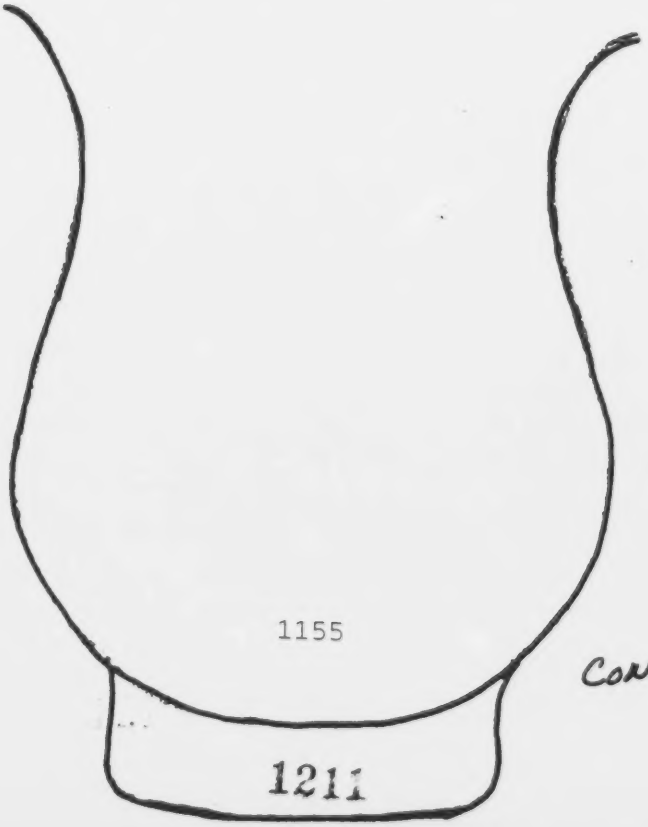
CAN be drawn rather than cut







CONTAINER # 1



1155

CONTAINER # 2

1211

FUNERAL DIRECTOR

Personal Service
Cluster

Social Business
Interest Area

SUBJECT CORRELATION: Reading, English, Social Studies, Health, Science, Business, Math

JOB DESCRIPTION: Much of a funeral director's duties include filling out written reports. A funeral director must write the death certificate and notify the newspapers by sending in the death notice. It is quite important that the information be correct. You can imagine what would happen if a director put the wrong name in the obituary column in the newspaper!

Funeral directors have many responsibilities. They must keep up with all the details of a funeral. They must rush the death notice to the newspaper when the funeral arrangements have been made. In addition, they are responsible for comforting the family.

MATERIALS NEEDED:

OOH
Occupational Information Sheet
Death Information Sheet
Death Notice
Certificate of Death

INSTRUCTIONS:

A. Read an article on the job of a funeral director and complete the Occupational Information Sheet.

B. Read the Death Information Sheet and complete a Death Notice and Certificate of Death.

DEATH INFORMATION SHEET

Mrs. Tonya Deneen Doe of 100 East Carolina Street, Tampa, North Carolina, died in a car accident. She was 26 years old and was born on July 4, 1974, in Tampa, North Carolina. Her husband is John Hancock Doe and she was the daughter of Thomas Allen Stanford and Elizabeth Jones. She is also survived by a sister, Louise Alcock Kennedy. She was very active in the Tampa Central Church. She was a nurse at the Tyrell County Hospital in Tampa. She was the first black president of the Nurses Association.

The accident occurred on the south side of Tampa at 8:30 a.m. on June 29, 1990, while Mrs. Doe was on her way to work.

Mrs. Doe died at 1:00 a.m. on June 30, 1990, at Tyrell County Hospital. Her doctor, Joe Gannon Smith said she died from internal injuries.

It was Mrs. Doe's wish to be creamated and her ashes placed in a vault in the Sweet Peach Memorial Gardens in Tampa. She wanted the Reverend J. B. Bixby to perform the ceremony and to be assisted by Reverend I. M. Dead.

The funeral will take place July 2, 1990, at 2:00 p.m. in the Tampa Funeral Home. The interment or burial will be in Sweet Peach Memorial Gardens. The pall-bearers will be Bill Smith, Frank Cash, Ben Wrong, John Jones, Tom Sum, and Harry Doe. Honorary pall-bearers are the members of the Goodfellowship Sunday School Class of A.M.E. Zion Church.

All of this information was given to you by Mrs. Elizabeth Jones of 2103 North Avenue, Tampa, North Carolina. Dr. Joe Gannon Smith of 225B Panola Street, Tampa, North Carolina, was the certifying physician.

(DEATH NOTICE - PLEASE FILL OUT AS RUNNING STORY)

(Mr.-Mrs.-Ms.-Miss) _____

age _____ of _____ Street, _____,

died _____ at _____ o'clock _____, at _____

after an illness of _____ weeks - months.

(Mr.-Mrs.-Ms.-Miss) _____ was a member of the _____

Church; and also a member of the _____

_____

_____

(Mr.-Mrs.-Ms.-Miss) _____ is survived by: _____

_____

_____

_____

_____.

Funeral services will be held at _____

_____

at _____ o'clock, with interment in _____

_____.

_____ will officiate, assisted by _____

_____.

Active pallbearers will be _____

_____

Honorary pallbearers will be _____

_____

_____

Sent in by _____

1158

1214

CERTIFICATE OF DEATH

Deceased

Name of Deceased (First, Middle, Last)				Date of Death (month, day, year)
Sex	Race	State of Birth	Date of Birth	Age
Place of Death: County / City or Town			RESIDENCE: Street, Address or RFD	
Name of Hospital			City or Town	
Marital Status / Surviving Spouse			State / County	

Parents

Father's Name	Mother's Name
Informant's Name and Address	

Cause

Death Caused By:	Immediate Cause:	
	Due to, or as a consequence of:	
Accident, suicide, homicide, or undetermined		Describe how injury occurred
Time of injury	Month / Day / Year	Injury at work (yes or no)
Place or injury (Home, farm, street, factory office building, etc.)		City or RFD / County / State

Certifier

CERTIFICATION-Signature of Physician	Date	Address
Dr. Joe Gannon Smith		

Burial

Burial, Cremation, Other	Date	Name of Cemetery or Crematory	Location: City / State
Funeral Home Name Address: 1215		Signature of funeral director: Joseph Abbott	
Date Rec'd by Local Reg.: 6/30/90	Signature of Registrar: William L. Porter	Signature of Embalmer: Peter Brown	

ILLUSTRATOR AND WRITER OF CHILDREN'S BOOKS

Personal Service
Cluster

Artistic
Interest Area

SUBJECT CORRELATION: English, Reading, Art, Home Economics, Child Care, Psychology

JOB DESCRIPTION: Illustrators and writers of children's books need to be able to express and interpret ideas creatively through writing and/or illustration. They must know rules of grammar and have a large vocabulary. They must be able to edit and critique writings. A knowledge of child development is essential. They may write copy for magazines, radio, TV, and/or feature columns for newspapers.

MATERIALS NEEDED:

OOH
Occupational Information Sheet
Magazines
Paper
Crayons/water colors
Other supplies as needed

INSTRUCTIONS:

A. Complete the Occupational Information Sheet after reading an article on the job of an illustrator and/or writer.

B. Complete the Activity Sheet, following the directions given.

ILLUSTRATOR AND WRITER OF CHILDREN'S BOOKS

ACTIVITY SHEET

Have you ever read a story to a small child? Will they listen for a long time? Do they like to sit still for a long time? Can they read? Since the answer to the last three questions is "no," stories for children should be short and simple with large pictures for them to view. Look at the sample preschool books. Do they contain few words and large pictures?

INSTRUCTIONS;

1. Draw a "Preschool Picture." Using your left hand if you are right-handed and your right hand if you are left-handed, and a stubby crayon, color a preschool picture. Answer the following questions on your answer sheet when you have finished.

   a. How did you feel?

   b. How do you think these feelings are like those of a young child?

   c. What kind of pictures would be best for a preschooler to color?

2. Write a paragraph or two that tells a simple story a small child would like.

3. Title your story.

4. Proofread your story.

5. Cut pictures from magazines or draw sketches to replace words in your story. (Example: Use a picture of a dog for the word "dog" if it appears in the story.)

6. Print your story on white paper with illustrations. Use crayons or water colors.

7. Make a copy for your book. (Do not forget to give it a title.)

8. Staple or tie your book together.

9. For extra credit, write and illustrate a short poem for a preschooler.

ILLUSTRATOR AND WRITER OF CHILDREN'S BOOKS

ANSWER SHEET

1. Draw a "Preschool Picture." The subject may be anything you choose. Follow the instructions you have been given.

a. How do you feel about what you just did? _____

_____

b. How do you think these feelings are like those of a young child? _____

_____

C. What kinds of pictures would be best for a preschooler to color? _____

_____

2. Record your answers for the remainder of this activity on your own paper.

PAINTER/WALLPAPER HANGER

Personal Service
Cluster

Mechanical
Interest Area

SUBJECT CORRELATION: Trade and Industry, English, Business Math, Art

JOB DESCRIPTION: Although painting and paperhanging are two separate skills, many personal service painters and paperhangers can do both types of work. Painters apply coats of paint or varnish to decorate and protect interior and exterior building surfaces. Paperhangers cover room interiors with decorative wallpaper, fabric, vinyls, or other materials. Many painters and paperhangers are self-employed (work for themselves). They must be good businessmen as well as skilled painters and paperhangers.

MATERIALS NEEDED:
Occupational Outlook Handbook
Mini wall
Sample wallpapers
Ruler, glue, scissors
Painter-Client Activity Sheet
Paint Job Estimate Activity
Paint and Wallpaper (1980), Time-Life Books: Alexandria, Va. (or some other source with necessary information)
Painting and wallpaper brochure

INSTRUCTIONS:
1. Complete the Job Information Sheet provided on the job of a painter/paperhanger by using the Occupational Outlook Handbook or some other source of career information in the classroom.

2. Obtain the mini wall from your teacher.

3. Select a wallpaper from the samples provided.

4. Cut the wallpaper to fit the mini wall.

5. Glue wallpaper to the "wall."

6. Remove air bubbles with ruler (or wallpaper brush) by scraping ruler edge over wallpaper.

7. Complete the letter for the Painter's Client.

8. Complete the Painter Job Estimate Activity.

9. Research how to figure wallpaper and/or paint. (Optional)

RESEARCH ACTIVITY (Optional)

From resources provided or an interview with a painter, wallpaper hanger, or a salesperson from a paint and wallpaper store, figure the cost of the following:

* Wallpaper and labor for a wall in your classroom or the entire classroom.

* Paint and labor for a wall in your classroom or the entire classroom.

** Remember you must obtain the formula for figuring wallpaper from a book, brochure, or person.

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation:_____ Cluster_____

Duties (what the worker does):_____

_____

_____

Education needed:_____

_____

Training needed:_____

_____

Special qualifications:_____

_____

Employment outlook:_____

Places of employment:_____

Earnings:_____

Benefits:_____

Chance of advancement:_____

Helpful middle grades and high school courses:_____

_____

Ways this occupation could fit into my interests, abilities and goals:_____

_____

Ways this occupation does not fit my interests, abilities, and goals:_____

_____

ANSWER KEY

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation: Painter or Paperhanger Cluster Personal Service

Duties (what the worker does): Painters apply paint, stain, varnish and other finishes to buildings and other structures. Paperhangers cover walls and ceilings with decorative wall coverings made of paper, vinyl, or fabric.

Education needed: A high school education is usually required.

Training needed: They must complete an apprenticeship - which consists of 3 years on-the-job training, and 144 hours of classroom instruction each year.

Special qualifications: They must be at least 16 years old, in good physical condition, have good manual dexterity and a good sense for color.

Employment outlook: This occupation is expected to grow about as fast as the average.

Places of employment: They usually work for painting and decorating contractor but are sometimes employed by hospitals, schools, hotels.

Earnings: Average weekly salaries for these workers was $328 in 1988

Benefits: (varies)

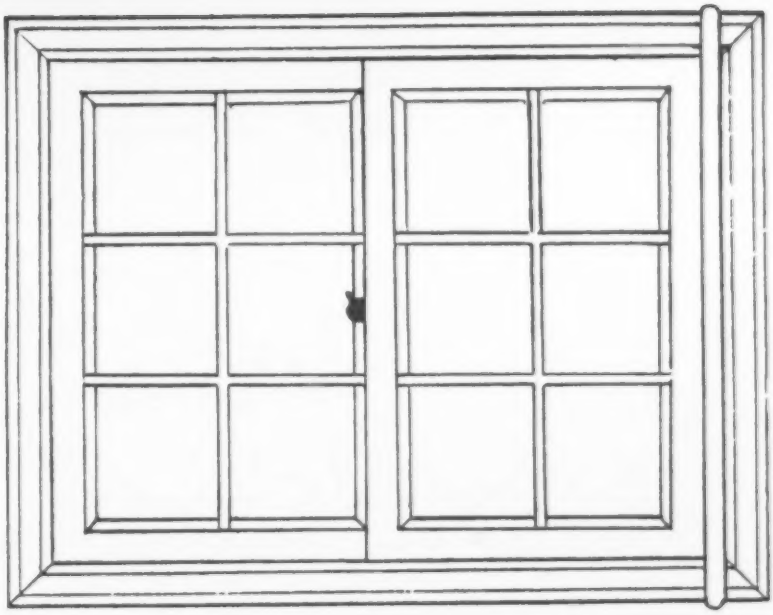
Chance of advancement: They may advance to supervisory jobs with painting or decorating contractors, or may own their own business.

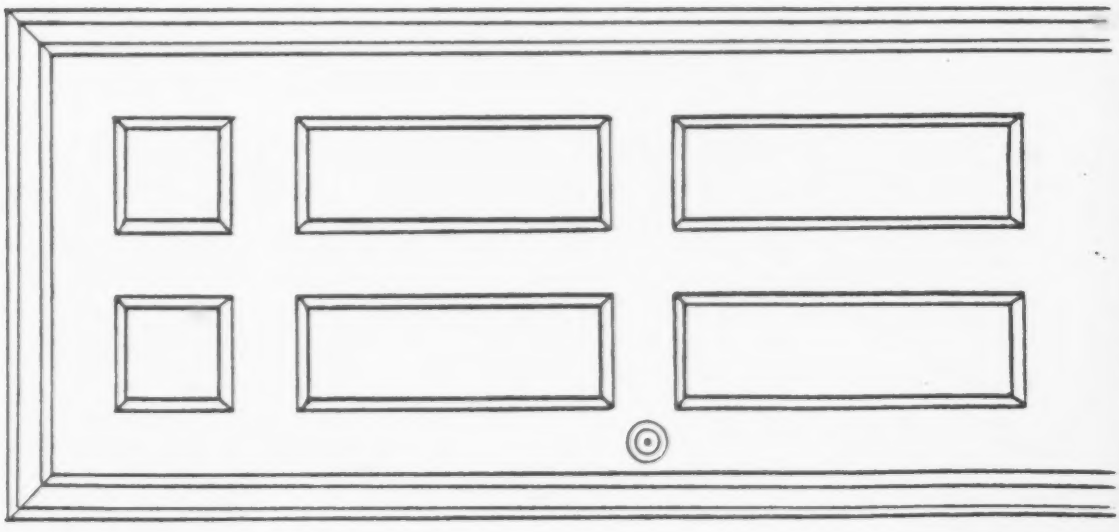
Helpful middle grades and high school courses: math

Ways this occupation could fit into my interests, abilities and goals: (varies with student)

Ways this occupation does not fit my interests, abilities, and goals: (varies with student)

MINI WALL



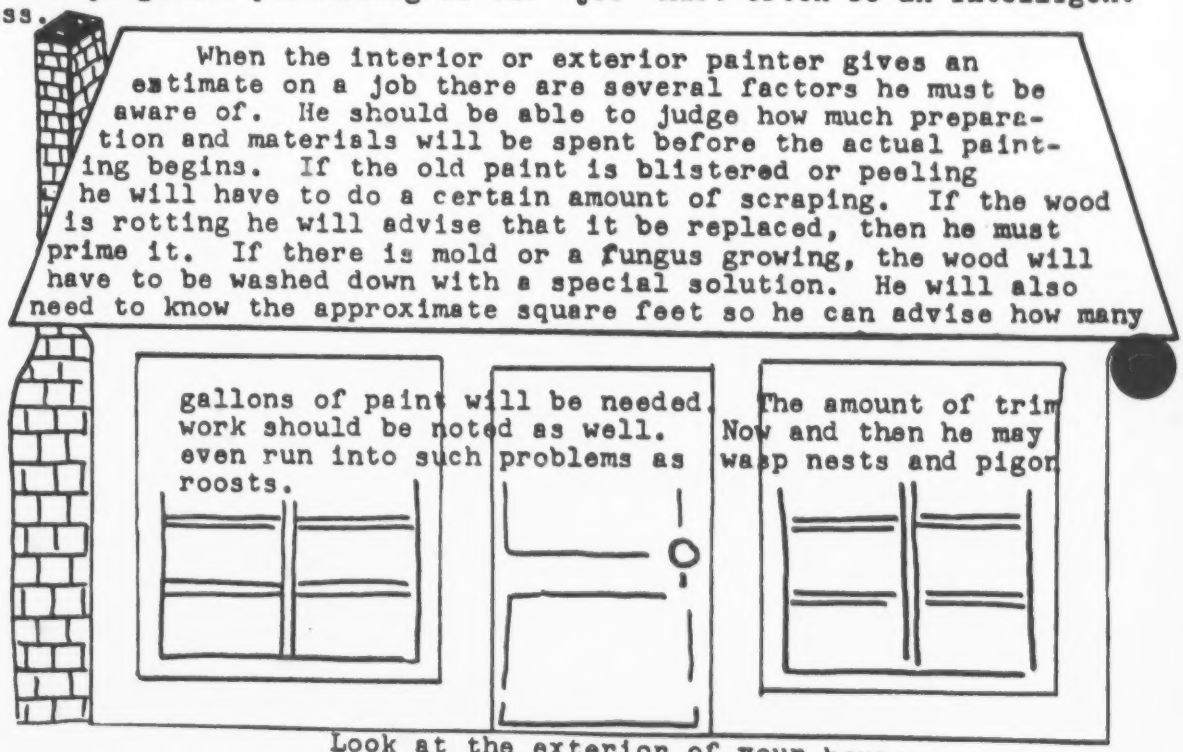


(Information for a letter to the painter's client)

THE SELF EMPLOYED-PAINT CONTRACTOR

The self-employed paint (and wallpaper) contractor must also be a businessman. He usually has his office in his home. Many of his job contacts are done in the evening over the phone or clients may drop by. If the painter has several others employed under him he may hire a bookkeeper to handle the payroll, income tax, insurance, etc., but if he works alone he or his wife probably does the bookkeeping. The paint contractor is paid by the job (an estimate or bid), but the painters he may employ are paid by the hour. It is not unusual to find women in the painting business---often working as a team, and doing fine interior painting and wallpapering.

The self-employed painter is successful not only by his skill alone but by the way he conducts his business as a professional. His bids must be accurate, his credit must be good wherever he buys materials, and his judgement pertaining to the "job" must often be an intelligent guess.



When the interior or exterior painter gives an estimate on a job there are several factors he must be aware of. He should be able to judge how much preparation and materials will be spent before the actual painting begins. If the old paint is blistered or peeling he will have to do a certain amount of scraping. If the wood is rotting he will advise that it be replaced, then he must prime it. If there is mold or a fungus growing, the wood will have to be washed down with a special solution. He will also need to know the approximate square feet so he can advise how many gallons of paint will be needed. The amount of trim work should be noted as well. Now and then he may even run into such problems as wasp nests and pigeon roosts.

Look at the exterior of your house, your neighbors house or any building you can identify. Pretend you are going to paint it for a client who lives elsewhere. Your client, Mr. Andrew James, hasn't seen the condition of his house recently and has asked you for a "run down" of the work involved. Write Mr. James a letter describing the condition of the exterior. List several problems given above or any others that you are aware of. Then briefly tell how you will correct those problems. To get ideas, try to visit your local paint store for information and free pamphlets. You will find printed material dealing with many painting problems.

JOB ESTIMATE ACTIVITY

MOST OF YOU WILL NEVER BECOME PROFESSIONAL HOUSE PAINTERS, BUT MANY OF YOU WILL REQUIRE THE SERVICES OF A PAINTER, WHILE OTHERS MAY FIND YOURSELVES INVOLVED IN A DO-IT-YOURSELF PAINT PROJECT. WHAT EVER THE CASE MAY BE, THE FOLLOWING ACTIVITY WILL GIVE YOU SOME HELPFUL HINTS ON HOW TO ESTIMATE THE COST OF A PAINT JOB. WITH YOUR CLASS, SELECT A BUILDING (maybe one on your school campus) AND ESTIMATE THE COST OF PAINTING IT.

a. How large is the surface to be covered?

(AREA = Base × Height)

b. What preparation is required before the painting can be done?

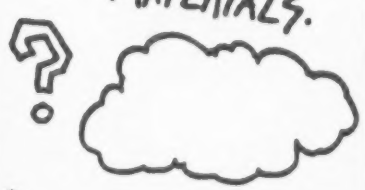
c. List materials needed for completing the job.

1. .....
2. .....
3. .....
4. .....
5. .....

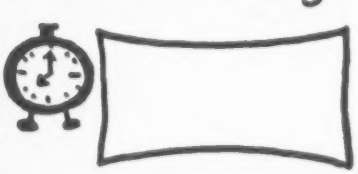
d. Compare the prices and quality of paints and other materials sold by 3 different companies. Compare the square foot coverage and the guarantees if the paints carry any.

BRAND of PAINT	COST PER GALLON
1.	
2.	
3.	

e. TOTAL COST OF MATERIALS.



f. Estimate the number of hours required to complete the job.



g. HOURLY WAGES _____

{Find out what local Painters charge for an hour's WORK.}

h. TOTAL COST OF JOB.

_____ !

(LABOR and MATERIALS).

PERSONAL APPEARANCE OCCUPATIONS

Personal Service
Cluster

Accommodating
Interest Area

SUBJECT CORRELATION: Home Economics, Art, Biology, Business, Cosmetology

JOB DESCRIPTION: Personal appearance workers help people improve the way they look. Personal appearance is important in applying for a job and in working on the job. Neatness and grooming are important to a good personal image.

MATERIALS NEEDED:

Towels, wash cloths
Small pan
Razor (without blades)
Mirror
Shaving cream
Pin for holding towel
Activity sheets
Colored pencils
Paper
Water, soap
Fingernail file or emery board
Kleenex
Nail polish (bring your own)

INSTRUCTIONS:

A. Complete the Personal Appearance Occupations Job Information sheet

B. Complete the Personal Appearance Occupations Word Scramble

C. Complete the "How Do You Look?" rating form.

D. Complete the following activity sheets:
   1. Barber
   2. Cosmetologist
   3. Manicurist

PERSONAL APPEARANCE OCCUPATIONS

ACTIVITY: Word Scramble

Below is a list of occupations related to improving personal appearance. Unscramble the word to see what the occupation is.

1. Erbarb _____
2. Gistolomaerd _____
3. Ticaspl sngoeru _____
4. Nsgoeru _____
5. Sseurma _____
6. Striamciun _____
7. Giw Snalesma _____
8. Tiicaneuab _____
9. Liststy _____
10. Metcosciani _____
11. Auteyeb Hops Nerow _____
12. Hamspoo Rilg _____

PERSONAL APPEARANCE OCCUPATIONS

ACTIVITY: Word Scramble KEY

DIRECTIONS:

Below is a list of occupations related to improving personal appearance.

Unscramble the word to see what the occupation is.

1. Erbarb BARBER
2. Gistolomaerd DERMOTOLOGIST
3. Ticaspl sngoeru PLASTIC SURGEON
4. Nsgoeru SURGEON
5. Sseurma MASSEUR
6. Striamciun MANICURIST
7. Giw Snalesma WIG SALESMAN
8. Tiicaneuab BEAUTICIAN
9. Liststy STYLIST
10. Metcosciani COSMETICIAN
11. Auteyeb Hops Nerow BEAUTY SHOP OWNER
12. Hamspoo Rilg SHAMPOO GIRL

Directions: Take an inventory of your personal appearance. Use the "How Do You Look" checklist (next page) to evaluate your personal grooming habits.

Personal appearance is important in applying for a job and in working successfully on the job. Your self-image is usually related directly to your physical appearance.

Neatness and grooming are important for many reasons, but most of all for the feeling of personal pride and self-respect they give you. Your appearance strongly influences your poise, self-confidence, and feeling of well-being. These feelings, in addition to being reflected in general appearance, may be the key cause for job success or failure.

HOW DO YOU LOOK?

		Good	Average	Poor
BODY:	Clean Underclothing			
	Daily bath or shower			
	Use of deodorant			
HAIR:	Neat Haircut			
	Hair looks combed and neat			
	Hair is clean and lustrous, free from dandruff			
	Hair style is O.K.			
FACE:	Neck, face, and ears clean			
	Men: clean shave			
	Women: make-up and lipstick on neatly			
MOUTH:	Clean teeth			
	Fresh breath			
HANDS:	Nails and hands clean			
	Nails smooth, not too long or uneven			
CLOTHING:	Style O.K. - not too dressy or too casual			
	Fits well - not too loose or too tight			
	Neat (Men's trousers creased, shirt pressed)			
	No buttons missing			
	No wild or clashing colors			
	No tears			
	Clean handkerchief or tissue in pocket or purse			
	Men: pockets not bulging			
	Women: skirt length O.K.			
FOOTWEAR:	Shoe style O.K. - no tennis shoes or boots			
	Shoes not run down (heels, toes)			
	Shoes polished or brushed			
	Men: dark socks, no holes			
	Women: no runs, or wrinkles (no anklets)			
ACCESSORIES:	Purse or billfold looks neat when opened			
	Plain jewelry or tie clasp			
	Carries pen			

BARBER ACTIVITY SHEET

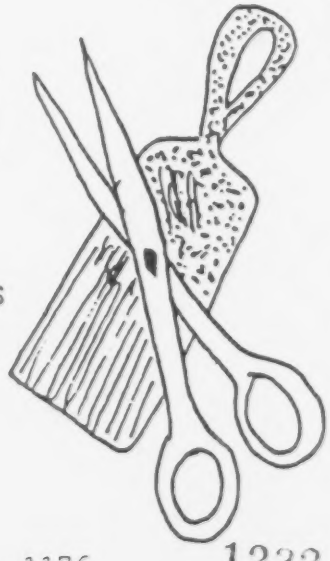
Background Information

Barbers help people improve their personal appearance by providing personal services. Personal appearance creates impressions which play a larger part in determining where a person is hired for a particular job.

Instructions:

1. Have your customer sit in a chair.
2. Drape a towel over his shoulders and pin.
3. Dip the wash cloth in a pan of water and dampen the customer's face.
4. Spray shaving cream into your hand and smooth it over the part of the customer's face where a beard would grow.
5. Begin to shave customer, guiding the razor in a downward motion. (When the razor gets full with shaving cream, dip it into the pan of water to clean it.)
6. Remove any shaving cream that the razor did not pick up by washing the face with a damp wash cloth.
7. Dry the customer's face with a towel.
8. Give the customer a mirror to examine his shave.
9. Complete the Barber Puzzle.

BARBER



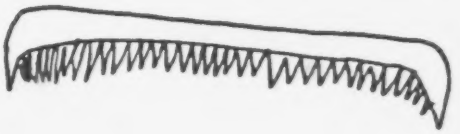
BRUSH
TOWEL
CLEAN
SHAMPOO
CHAIR

HAIR
SWEEP
COMB
CLIPPERS
RAZOR

POLE
TONIC
TRIM
SCISSORS
SHAVE
VACUUM

BARBER

KEY



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				E				P											
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								R											

COSMETOLOGIST ACTIVITY SHEET

Background Information

Cosmetologists shampoo, cut, and style hair, and advise patrons on how to care for their hair. They give manicures and scalp and facial treatments, provide makeup analysis for women, and clean and style wigs and hairpieces.

Cosmetologists provide makeup analysis for their clients. They help their clients improve their personal appearance by using such products as toners, creams, foundations, eye shadow, eyeliners, and blushes.

Instructions:

Simulate the job of a cosmetologist by completing the activities provided below.

MAKEUP TECHNIQUE:

1. Using colored pencils, shade each of the following illustrations as indicated.

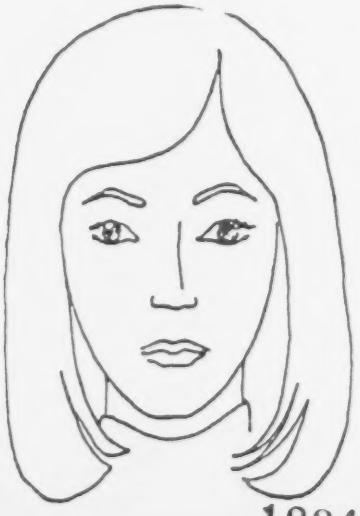
2. Decide how the "makeup application" affects the drawing.

3. In the space provided, write the letter of the response that best describes the "make-up" effect.

   A. Apply shadow softly, down the sides of the face, from just below the temple to the beginning of the jaw line, with a light grey or tan. Use the sketch below for shading.

      The shading: a. narrows the face;
      b. widens the face; or
      c. makes no difference?

      Choose the correct answer and write it on your paper.



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_____

1234

B. Along either sides of the nose, shade with light grey or tan.

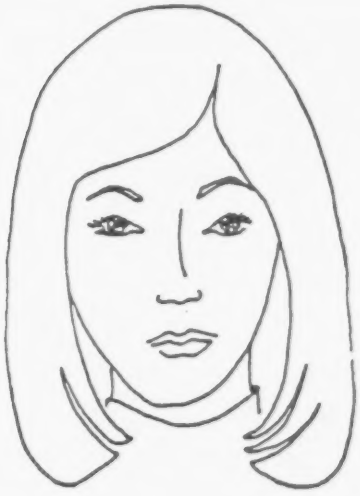
This shading: a) widens the nose
b) makes no difference
c) narrows down the nose

C. With light grey or tan, shade the area beneath the lip.

This shading: a) turns down the nose
b) gives the nose a turned up look
c) makes no difference

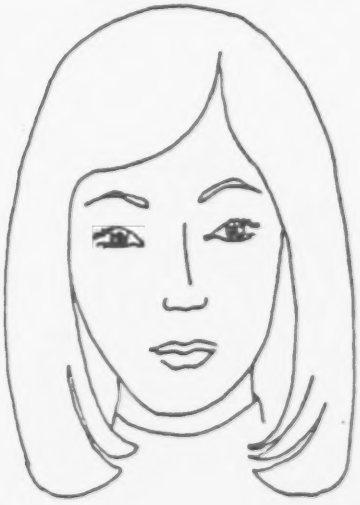
D. Using a dark pencil, sketch in eyeliner which is heavier at the center of the eye than at the outside corners.

Heavier eye liner at the center: a) makes eyes look closer together
b) makes eyes look farther apart
c) gives eyes a wide-eyed, round look



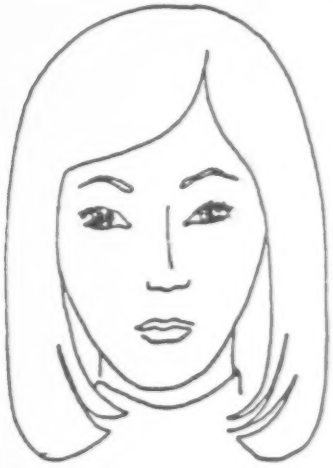
E. Shade the eye shadow - green, blue or grey - from the center of the outer corner.

The eye shadow: a) makes the eyes look closer together
b) makes the eyes look farther apart
c) gives the eyes a wide-eyed round look



F. Apply blue, green or grey shadow at the corners of the lids nearest to the nose.

The eye shadow: a) makes the eyes look closer together
b) makes the eyes look farther apart
c) gives the eyes a wide eyed look



COSMETOLOGIST ANSWER SHEET

a. a

b. c

c. b

d. a

e. c

f. c

1238

MANICURIST ACTIVITY SHEET

Background Information

Cosmetologists provide beauty services for customers. One service rendered is that of manicurist. A manicurist cleans, shapes, and polishes customer's fingernails and toenails.

Instructions:

Simulate the job of a manicurist by following the steps below:

1. Get cotton balls, polish remover, emergy board, soft wooden stick, soapy water, towel, and fingernail polish. Select a partner.

2. a. Put a few drops of polish remover on the cotton ball.
   b. Remove old polish with cotton ball and polish remover.
   c. Wash hands.

3. File and shape nails on one hand. File from the side of the nail to the center of the nail, never back and forth. Women's nails are often rounded to an oval. Men file theirs to a rounded square. Try to keep all the nails the same length.

Women (oval)

Men (square)

4. Soak nails after they are filed. Dry hands.

5. Push back cuticles carefully with soft wooden sick with tip wrapped in cotton. A cuticle is the rim of skin around the base of the nail.

6. Clean under free edge of the nail.

7. Apply base coat of fingernail polish. Polish by using 3 long strikes -- first in the center, then on each side. Let dry. Use clear polish on men's nails.

8. Apply second coat of polish. Let it dry.

9. Let the teacher evaluate your manicure.

PERSONAL APPEARANCE OCCUPATIONS

JOB INFORMATION

1. What are three duties of personal appearance workers?

2. How are they trained?

3. What must personal appearance workers do before they work on their own?

4. Where do they work?

5. Check the personal appearance abilities you have:

_____ diplomacy
_____ ability to get along with people
_____ neatness
_____ finger dexterity
_____ physical stamina
_____ artistic sense
_____ business skills

6. Check your interest in Personal Appearance duties:

YES	NO	
_____		1. Were you interested in the experience when you finished?
_____		2. Would you like to do this type of work each day?
_____		3. Can you stand on your feet all day?
_____		4. Do you like to make people feel better by making them look better?
_____		5. Do you like to do many different things?
_____		6. Do you like using your creativity?

ANSWER KEY

PERSONAL APPEARANCE OCCUPATIONS

JOB INFORMATION

1. cut and style hair
   keep instruments clean
   keep work areas clean
   manicure nails
   make appointments
   order supplies
   apply and sell make-up
   dye and tint hair

2. In approved technical or privated cosmetologist school.

3. Work as an apprentice for 1 to 2 years and pass a licensing examination.

4. Salons, hospitals, nursing homes, ocean liners, department stores, television studios.

5. (varies with students)

6. (varies with students)

UPHOLSTERER

Personal Service
Cluster

Mechanical
Interest Area

SUBJECT CORRELATION: Math, Home Economics, Industrial Arts, Reading

JOB DESCRIPTION: Upholsterers recondition sofas, chairs, and other fabric-covered furniture. They replace old fabric, springs, and padding.

MATERIALS NEEDED:

Occupational Outlook Handbook
Plywood base or cardboard box
Fabric samples
Scissors
Tacks and a small hammer or stapler
Upholstery Activity Sheet
Customer Charge Activity Sheet
Upholsterer Job Rating Scale
Job Information Sheet

INSTRUCTIONS:

A. Complete the Upholstery Activity.

B. Complete the Customer Charge Activity.

C. Answer the Upholsterer Job Rating Scale.

D. Complete the Job Information Sheet after reading an article on the job of upholsterer.

Customer Cost Activity

Upholsterers determine the customer's bill by adding labor charges and cost of materials. Read the situations below and add the cost of covering different pieces of furniture. Place your answers on your own paper.

1. You charge $30.00 for labor to cover chairs. It took 10 yards of fabric to cover the chair. The fabric costs $8.00 a yard. How much would it cost to cover the chair?

2. The labor charge for covering a three-cushion sofa is $80.00. It took 25 yards of fabric to cover the sofa. The fabric was $7.00 a yard. How much would it cost to cover the sofa?

3. You charge $55.00 for labor to cover a two-cushion sofa. It takes 19 yards of fabric to cover the sofa with $9.00-a-yard material. How much would you charge the customer?

4. You charge $10.00 for labor to cover the cushions on a chair. It took two yards of material that cost $12.00 a yard. How much would you charge the customer?

UPHOLSTERER JOB-RATING SCALE

Job Rating: Rate this job on a scale of 1 to 10. Number your paper 1 through 10. Read the sentences below. Put an "X" beside the number if the sentence is true for you.

_____ 1. I like to work with my hands.

_____ 2. I like working indoors.

_____ 3. I put away tools and materials.

_____ 4. I could learn to use a heavy-duty sewing machine.

_____ 5. I can make correct measurements.

_____ 6. I know how to figure customer cost.

_____ 7. I could help lift chairs and couches.

_____ 8. I did not waste materials.

_____ 9. I follow instructions carefully.

_____ 10. I would like to learn about upholstery.

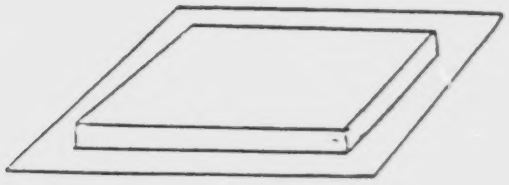
UPHOLSTERY ACTIVITY SHEET

Upholsterers cover furniture according to the customer's wishes. They are responsible for pleasing the customer. Let's see if you can perform a duty of an upholsterer.

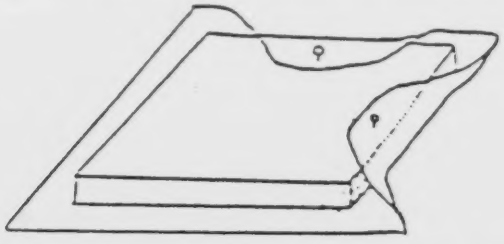
1. Get the following materials:

   plywood base or cardboard box
   fabric or paper covering
   scissors
   tacks and small hammer or stapler

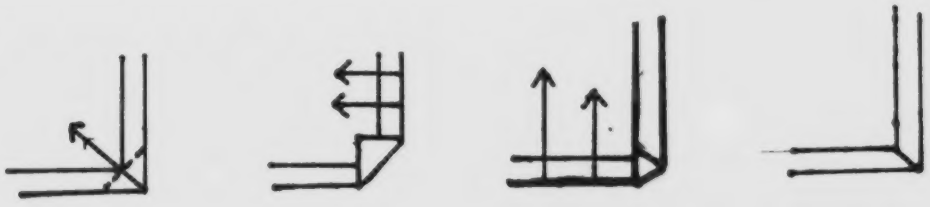
2. Turn the fabric covering upside down on your work surface. Place the plywood base in the center of the fabric with the cotton down.



3. Take the middle of the sides of the fabric and pull snugly. Tack the fabric to the plywood. Do not hit the tacks all the way in with the hammer. Do all four sides this way.



4. Work from the middle of each side toward the corners. The corners should be folded as shown below.



JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation:_____Cluster_____

Duties (what the worker does):_____

_____

_____

Education needed:_____

_____

Training needed:_____

_____

Special qualifications:_____

_____

Employment outlook:_____

Places of employment:_____

Earnings:_____

Benefits:_____

Chance of advancement:_____

Helpful middle grades and high school courses:_____

_____

Ways this occupation could fit into my interests, abilities and goals:_____

_____

Ways this occupation does not fit my interests, abilities, and goals:_____

_____

Key

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation: Upholsterer Cluster Personal Service

Duties (what the worker does): make new furniture and recondition old furniture

Education needed: high school

Training needed: on-the-job (3 to 5 years to become a skilled upholsterer)

Special qualifications: good manual dexterity, good coordination, occasional heavy lifting

Employment outlook: more slowly than average

Places of employment:

Earnings: $6 to $13 an hour

Benefits:

Chance of advancement:

Helpful middle grades and high school courses: upholstery, industrial arts shop, home economics, art

Ways this occupation could fit into my interests, abilities and goals: vary

Ways this occupation does not fit my interests, abilities, and goals: vary

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.14 Simulate a variety of job tasks in the Public Service cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

BUILDING INSPECTOR

Public Service
Cluster

Mechanical
Interest Area

SUBJECT CORRELATION: Math, Reading, Science, Construction, Drafting

JOB DESCRIPTION: Building inspectors are employed by municipal governments to insure the quality of buildings in the area. The insulation must meet set standards.

R-value - The effectiveness of any insulating material is given in its R-value. R stands for thermal resistance and is expressed numerically. The higher the R number, the higher the resistance to heat flow. Thus, R-30 insulation reduces heat flow more than insulation rated at R-19. This is a system used to measure insulation.

MATERIALS NEEDED:
Occupational Outlook Handbook
Occupational Information Sheet
Answer Sheet
Ruler, pencil
Simulated house attic with insulation of varying depths (shoe box divided into 4 sections with different amounts of insulation in each section).

INSTRUCTIONS:

1. Read the article on the job of a building inspector and complete the Occupational Information Sheet.

2. Study the information "Investigating Insulation" and the chart showing the R-value for various types of insulation.

3. Checking for R-factor is an insulation job:
   - Get the simulated house attic with the insulation in the various sections.
   - Use the ruler to measure the depth of the insulation in each section of the house attic.
   -Determine the R-value for each section.

4. To help you understand heat loss, do the experiment "How Can We Stop Heat Loss."

5. Complete the check sheet for "Evaluating Floor Plans," using the floor plan given.

Building Inspector

1. Investigating Insulation

There is a wide variety of insulation available today. They have different uses, R-values, and forms. As a class, try to collect five to ten different types and develop an information display indicating the R-values and uses. Try to obtain the following types: (1) loose-fill mineral wool; (2) loose-fill polystyrene beads; (3) batt mineral wood without vapor barrier; (4) batt mineral wool with vapor barrier; (5) rigid foam board; (6) cellulose fiber; (7) vermiculite or perlite. Look on the label for the R-value and use. See the Sample Label below.

Ray Manufacturing Company

Loose Insulation

Weight of insulation per bag: 30 lbs. The manufacturer recommends these maximum coverages at these minimum thicknesses to provide the levels of installed insulation resistance (R) values shown:

R Value	Minimum Thickness	Maximum net coverage
To obtain an insulation resistance R of:	installed insulation should be not less than:	Contents of this bag should not cover more than:
R-24	8-1/4 inches thick	28 square feet
R-19	6-1/2 inches thick	35 square feet
R-13	4-1/2 inches thick	50 square feet
R-9	3-1/4 inches thick	75 square feet

Suggestions:

1. Seek insulation from building supply stores, building contractors, and insulation suppliers.

2. Your local utility company may have an insulation display and demonstration which they would present at your school.

3. Be careful with fiberglass insulation--it is glass and can penetrate the skin causing a great deal of irritation.

Insulation

Material Thickness	Glass Fiber	Rock Wool	Loose Fill Glass Fiber	Loose Fill Rock Wool	(Poured in) Cellulose Fiber
1 inch	R-3.38	R-3.66	R-2.20	R-2.75	R-3.66
2 inches	R-6.75	R-7.32	R-4.40	R-5.50	R-7.32
3 inches	R-10.14	R-10.98	R-6.60	R-8.25	R-10.98
4 inches	R-13.52	R-14.64	R-8.80	R-11.0	R-14.64
5 inches	R-16.90	R-18.30	R-11.0	R-13.75	R-18.30
6 inches	R-20.28	R-21.96	R-13.20	R-16.50	R-21.96
7 inches	R-23.66	R-25.62	R-15.40	R-19.25	R-25.62
8 inches	R-27.04	R-29.28	R-17.60	R-22.0	R-29.28

NOTE: R-value is marked on insulation

3. Determine the level and type of existing insulation, and translate into R-values. As an example, the following information has been determined for a home in Knoxville, Tennessee.

Location	Type of Existing Insulation	R-Value of Existing Insulation	R-Value Recommended for Location	Additional R-Value needed
Ceiling	4" loose rock wool	11	30	19
Walls	2-12" fiberglass batt	8.45	20	11.55
Floor	None	----	20	20

4. Determine what additional insulation is needed using the format of the table above. In the previous example, the ceiling would require seven additional inches of loose rock wool; the floor would require six inches of figerglass batt; and the walls could not be further insulated due to a lack of space. The additional insulation may be installed by the occupant or by a contractor.

Reference: Energy Conservation in the Home, U. S. Department of Energy, 1977.

HOW WE STOP

HEAT LOSS?

Things you need:
- Four juice cans
- Ice cubes
- Magic marker
- Styrofoam packing materials
- Newspaper
- Black paint (spray)
- Small paper cups

Prepare the cans as follows:
- Can #1 - No insulating material (leave as is)
- Can #2 - Paint outside of can black
- Can #3 - Use styrofoam packing material
- Can #4 - Use newspapers, the same thickness as the styrofoam

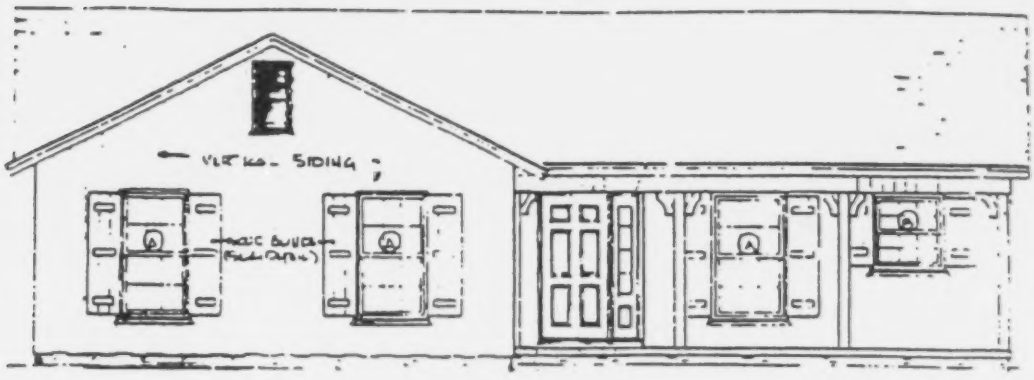
Directions:
- Put a cup with an ice cube in it in each can.
- Place all cans either in the sun or in the shade.
- Check the ice cubes every 15 minutes until the first ice cube has melted. Continue to check until all ice cubes are melted.
- Record the time it takes to melt each ice cube.

Time

Can #1 _____ Can #2 _____ Can #3 _____ Can #4 _____

EVALUATING FLOOR PLANS

	YES	
1. Is the space adequate for a family of 4 (mother, father, a boy 6 and a girl 3)?	____	____
2. Will traffic flow smoothly from one room to another?	____	____
3. Are bedrooms away from street noises and children's play area?	____	____
4. Is there room for a workshop and for storing bulky items, perhaps in the basement, garage, or a special place?	____	____
5. Is there adequate storage space near entrance _____, in bedrooms _____, in or near bathrooms _____, in kitchen _____, in laundry centers _____, elsewhere _____?		
6. Can furniture be arranged in the living room to provide for good traffic lanes?	____	____
7. Can one pass from kitchen to bedroom without going through living room?	____	____
8. Is the kitchen arrangement convenient?	____	____
9. Can one watch children at play outside while working in the kitchen?	____	
10. Can one easily dovetail laundry and kitchen activities?	____	____
11. Do children have a play area away from the street with easy access to a rear entrance?	____	____
12. Is there a rear entrance for deliveries and for days shen shoes are muddy?	____	____
13. Is there space for family meals in the kitchen, dining room or family room?	____	____
14. Is there cross-ventilation in the bedrooms?	____	____
15. Is there wall space for twin beds in one bedroom or a double bed in other bedrooms?	____	____
16. Is the bathroom area accessible to everyone?	____	____
17. Is the bathroom out of view of the front door?	____	____
18. Are there enough windows, properly located, for good light?	____	____
19. Using the following information, could a family with an income of $15,000 per year afford this house? a. It costs approximately $26.00 per square foot to build a house (including land). b. One can afford to spend 2-1/2 times the annual income for a house.	____	



FRONT ELEVATION

1402-C

Sardis Woods

1199 1255

John Crosland

Printed with permission
Joe Bersling, Sales Mgr.
June 30, 1983

CITY PLANNER

Public Service
Cluster

Social Business
Interest Area

SUBJECT CORRELATION: Reading, Business, Geography

JOB DESCRIPTION: City planners help officials make decisions on social, economic, and environmental problems. Planners examine community facilities such as health clinics and schools to be sure these facilities can meet the demands put on them.

MATERIALS NEEDED:
You Are a City Planner Activity Sheet
Scissors, glue
OOH and/or other occupational resources
Occupational Information Sheet

INSTRUCTIONS:

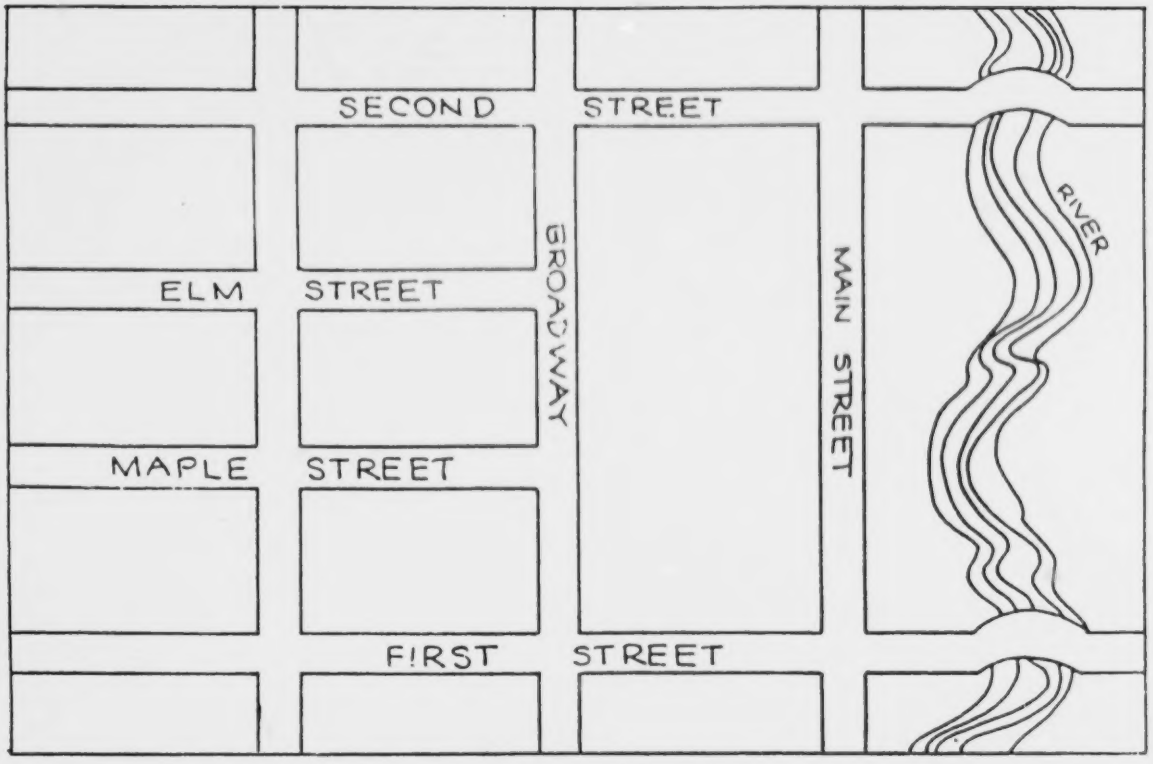
A. Planning a City
You are to read the directions on the city planner sheet. Cut out the symbols and place them on the map in the correct locations. When you are sure that you have placed them correctly, glue them down.

B. Occupational Information Sheet
Fill out the Occupatonal Information Sheet. Use an article on urban planner to find your answers.

Name _____

YOU ARE A CITY PLANNER

Cut out the symbols and put them on the map below.



1. Locate your shopping center in the largest block in town.
2. The library is north of 2nd Street and the shopping center.
3. The town park is located west of the river and east of Main Street.
4. The courthouse is south of First Street and west of Main Street.
5. The police station is in the southwest corner of this map.
6. The jail is between the police station and the courthouse.
7. The school is in the northwest corner of this map.
8. The fire station is on Broadway between 2nd Street and Elm Street.
9. Offices are on Broadway between Elm Street and Maple Street.
10. There is a playground between the school and the library.
11. As a city planner, you decide the location of the hospital and place the symbol there.
12. Where would you put apartment houses?

shopping center

park

police station

school

offices

hospital

apartments

library

courthouse

jail

fire station

playground

apartments

COURTROOM ACTIVITY

Public Service
Cluster

Authority
Interest Area

SUBJECT CORRELATION: English, Social Studies, Drama, Speech

JOB DESCRIPTION:

The efforts of many people employed in public service occupations are necessary for a courtroom trial to occur. Each one's work relates to the work of other public service workers.

It is the basic right in American society that each citizen has the right to make an individual decision regarding a career.

The interdependency of occupations places a responsibility on each individual to contribute to society through chosen career goals. The failure to accept the responsibility for consequences of personal decisions, especially in the area of work ethics, tends to shift an extra burden to other members of society.

MATERIALS NEEDED:

Construction paper for name tags
Magic markers
Copies of courtroom script
United States flag
North Carolina flag
Robe for the judge
Gavel for the judge (hammer)
Masking tape
Kleenex for widow to cry into
Books to be used as a Bible (to swear in witnesses)
Money box (first aid kit box or tackle box)
Toy shotgun
Occupational Outlook Handbook
Activity Sheets for each occupation

COURTROOM ACTIVITY

Instructions

1. Study the following occupations before role-playing the Courtroom Script:

   a. Ballistics expert

   b. Clerk of court

   c. Court reporter

   d. Judge

   e. Law enforcement officer

   f. Lawyer

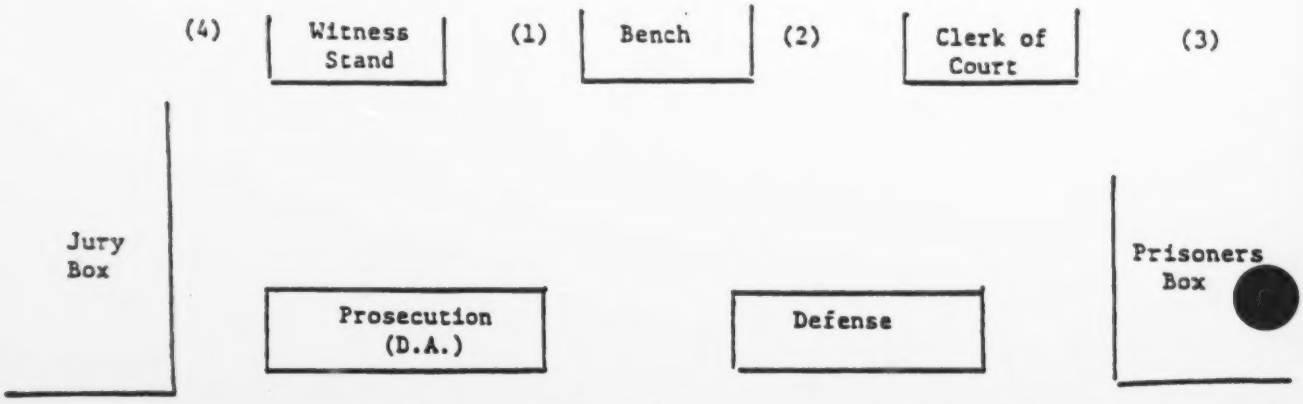
   g. Paralegal assistant

2. Participate in role-playing the Courtroom Script.

COURTROOM SCRIPT

Teacher: The trial activity is done by oral instructions and the room should be rearranged to look like a courtroom. Assign parts and the left over students are the jury members. All students should have nametags depicting their job.

Room Arrangement:



(1) US Flag
(2) NC Flag
(3) & (4) Bailiffs

COURTROOM SCRIPT

COURTROOM ACTIVITY

In this activity, you will participate by role-playing a court case actually tried in the North Carolina courts.

The following people are necessary to be able to have a trial:

BAILIFF:	A Sheriff's assistant who is in charge of the prisoner. Calls the court to order. Assigned to court duty along with other duties. A high school diploma is required plus 280 hours of police training.
CLERK OF COURT:	Keeps up with the legal reports of the case and makes a list of the jurors. Swears in witnesses. Must be a high school graduate and is elected to the position.
COURT REPORTER:	Keeps a record of the entire trial. All testimony, questions, answers to questions, and anything done are recorded for later use. Must be a high school graduate.
DEFENDANT:	Person charged with the crime.
DEFENSE ATTORNEY:	An attorney who is hired by the Defendant. If the Defendant cannot afford an attorney, one is provided by the State, free of charge. Tries to defend the Defendant against the charges made. Must be a college graduate, must have a law degree, and must pass the State Bar Exam for lawyers.
JUDGE:	Presides at the trial. Listens carefully to all that is said and done during the trial. Makes sure that the trial is conducted according to North Carolina law. Gives the jury an explanation of their choices of verdicts. If the Defendant is found guilty, the judge sets the sentence, length of time, or payment of money that may be involved. May be elected or appointed, depending upon the type of court served.
JURORS (12):	Adult citizens of the county who are selected to listen to the evidence in the case and then to decide if the Defendant is guilty or not guilty. All jurors must be approved by both the defense attorney and the prosecuting attorney. Must be a registered voter but there is no educational requirement.
PARALEGAL ASSISTANT:	Assists either the defense or the prosecuting attorney. Sits beside the attorney in the courtroom.
PROSECUTING ATTORNEY:	Works for the State and represents the State by prosecuting the Defendant. Submits all evidence and testimony supporting the charge against the Defendant. Known as a District Attorney.
WITNESSES:	Anyone who may know anything about the case being tried. Both the Defense and the Prosecuting Attorneys may call witnesses.

COURTROOM ACTIVITY

ORDER OF THE TRIAL

Selection of the Jury: Before the trial begins, the Clerk of Court calls out the names of 12 people who have been notified to appear for jury duty. Both the Prosecuting and the Defense Attorneys must approve each juror. People who are friends of either attorney or the Defendant or who have already made a decision about the case are not asked to serve. This is to insure a fair trial.

Call to Order: Done by the Bailiff.

Prosecuting Attorney: Gives a summary of the State's evidence against the Defendant and introduces witnesses and evidence for the State.

Defense Attorney: May question each of those witnesses.

Prosecution Rests: The end of the State's case against the Defendant.

Defense Attorney: Calls all witnesses and presents evidence for the defense.

Prosecuting Attorney: May question any defense witnesses.

Defense Rests: The end of the defense arguments.

Summation: Summary of all arguments, facts and witnesses in the case.

Judge Charges the Jury: The Judge tells the jury what choices they have in deciding the verdict, based on North Carolina Law. For example: Not Guilty; Guilty of First Degree Murder; Guilty of Second Degree Murder; Guilty of Manslaughter; or Guilty of Involuntary Manslaughter.

Jury Retires: The jury leaves the courtroom. They elect a chairperson and decide on the verdict.

Judge Asks for the Verdict: Jury returns to the courtroom. The chairperson reads the verdict while the Defendant stands. The Judge hands down the sentence or sets the date for a sentencing hearing.

COURTROOM SCRIPT

BAILIFF: All rise! Hear yea, Hear yea, Hear yea! This court of law is about to commence. The Honorable Judge (use a student's name) presiding. The State of North Carolina versus Clyde Darrow Smith and John Lee Jones.

CLERK OF COURT: The juror's for today's trial are (use student's names).

PROSECUTOR: Sam Simmons, age 64, and his wife, Susie, age 55, owned and operated a small grocery store on Highway 2, eight miles north of Millie. Their house is just behind the store. At dusk on September 10, 1985, Sam went to the store to do some paper work.

About 7:30 pm, Clyde Darrow Smith and John Lee Jones entered the store. Both men wore khaki pants, boots, and carried a shot gun. Three shots were heard and Sam Simmons was dead. A few minutes later, Smith and Jones were seen by a neighbor as they crossed the road. They were arrested later that night and were talked to by an SBI agent.

The State will prove that Smith and Jones conspired to rob Simmons and are equally guilty of first degree murder according to North Carolina Law number 14-17 which states, "A murder which shall be committed while trying to rob shall be murder in the first degree".

JUDGE: Call your first witness.

PROSECUTOR: I call as my first witness, Mrs. Susie Simmons.

CLERK OF COURT: Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

SIMMONS: I do.

PROSECUTOR: Will you state your name, address, and relation to Sam Simmons?

SIMMONS: My name is Susie Simmons. I live on Route 2, Box 304, Highway 2, in Millie. Sam Simmons was my husband.

PROSECUTOR: Tell the court what happened the evening of September 10, 1985.

SIMMONS: My husband went to the store about dusk to do some paper work. Sometime later, I heard three gunshots. I went to the store to see what had caused that noise and found him lying in a pool of blood. He was dead! I found two shotgun shells on the floor and our cash box was gone. I called the Sheriff's Office.

PROSECUTOR: Would you please look at this cash box? Can you identify this box?

SIMMONS: Yes, sir. That is our cash box.

PROSECUTOR: Your Honor, I offer this as State exhibit #1. No further questions for this witness, Your Honor.

COURTROOM SCRIPT

JUDGE: You may step down, Mrs. Simmons. Do you have any other witnesses to call at this time, Mr. Prosecutor?

PROSECUTOR: I would like to call Mr. John Neighbor to the stand.

CLERK OF COURT: Mr. John Neighbor to the stand!
Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

NEIGHBOR: I do.

JUDGE: Be seated.

PROSECUTOR: State your name and address for the Court.

NEIGHBOR: My name is John Hoover Neighbor and I live at Route 2, Box 300, on Highway 2, outside of Millie, North Carolina.

PROSECUTOR: Where were you on September 10, 1985 at 7:30 pm?

NEIGHBOR: I was in my yard watering my shrubbery. I stay about 1/2 mile from Sam Simmon's store.

PROSECUTOR: Will you tell the Court what you saw that evening?

NEIGHBOR: As I was watering my lawn, I heard gunshots coming from the store. A few minutes later, I saw two men running through Simmon's yard. I yelled, "You better watch out! Those hogs might get you!." One of them yelled back at me, "I know. My Daddy sold them to old man Simmons." He had a box in one hand and a shotgun in the other hand.

PROSECUTOR: Is this the box you saw that night?

NEIGHBOR: Yes, it looks like it.

PROSECUTOR: No more questions for this witness, Your Honor.

JUDGE: Does the defense wish to question this witness at this time? No? You may step down, Mr. Neighbor.

PROSECUTOR: I call Mr. Surry Lee to the stand, Your Honor.

CLERK OF COURT: Mr. Surry Lee to the stand!
Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

LEE: I do.

JUDGE: Be seated.

PROSECUTOR: State your name and occupation for the Court.

COURTROOM SCRIPT

LEE: My name is Surry Lee and I am a Special Agent for the State Bureau of Investigation.

PROSECUTOR: When did you speak to the defendant, Clyde Darrow Smith?

LEE: I picked up Smith and the other defendant John Lee Jones on the morning of September 11, 1985 at about 3:00 am. Smith was read his rights and he gave me the following statement:

> Smith and Jones had talked that afternoon about getting some money. Jones said that Simmons had a lot of money. They dressed, each got a shotgun and shells, and went to Simmon's store. They waited outside for all the customers to leave. Jones went in first. Smith heard a gun fire and went in to find Jones and Simmons struggling of the shotgun. Jones shot Simmons, hit him in the head with the gun, and shot him again. They took the cash box and ran out the back door and through the hog lot. They later broke open the cash box and found it was empty. Then they went home where they were arrested later that evening.

PROSECUTOR: Did Jones have anything to say?

LEE: Jones told a similar story except he said that Smith suggested the robbery, went into the store first, and shot Simmons.

PROSECUTOR: Can you identify this shotgun as the one that was found in Smith's house?

LEE: Yes, that is the gun.

PROSECUTOR: Your Honor, I offer this as State exhibit #2.
No further questions for the witness.

JUDGE: Does the Defense have any questions of the witness at this time?
If not, you may step down, Mr. Lee.
Do you have any more witnesses to call, Mr. Prosecutor?

PROSECUTOR: I would like to call Mr. Sam Bland to the stand, Your Honor.

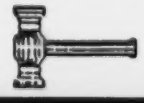
CLERK OF COURT: Mr. Sam Bland to the stand!
Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

BLAND: I do.

JUDGE: Be seated.

PROSECUTOR: State your name and occupation for the Court.

BLAND: I am Sam Bland and I am a ballistics expert with the State Bureau of Investigation.



PROSECUTOR: Mr. Bland, this shotgun is State exhibit #2. Have you seen it before now?

BLAND: Yes, that is the shotgun which Special Agent Lee asked me to conduct a ballistics test on.

PROSECUTOR: What were the results of the test?

BLAND: The ballistics report confirms that this is the shotgun that was used to kill Sam Simmons. Smith's fingerprints were found on the shotgun, also.

PROSECUTOR: No further questions for this witness, Your Honor.

JUDGE: Does the defense have any questions at this time? If not, you may step down, Mr. Bland.

PROSECUTOR: Your Honor, the prosecution rests its case.

JUDGE: Thank you, Mr. Prosecutor.
Does the defense wish to call any witnesses?

* *

Depending upon the time available, interested students may present a defense argument and may call witnesses. After they finish, the Judge gives the charge to the Jury who will decide if the defendants are guilty.

* *

JUDGE TO JURY: You are to decide if Smith and Jones are guilty or are not guilty beyond the shadow of a doubt of first degree murder. You will report your verdict to this Court.

DETECTIVE

Public Service
Cluster

Authority
Interest Area

SUBJECT CORRELATION: English, American History, Chemistry, Physics, Driver Education, Physical Education, Foreign Language

JOB DESCRIPTION: Detectives help to solve crimes. They may be experts in identifying evidence, whether it may be handwriting, fingerprinting, guns, or some other type of proof. They may testify in court. They may also train other detectives.

MATERIALS NEEDED:

Job Information Sheet
Occupational Outlook Handbook
Detective Activity Sheet
Answer Sheet
5 handwriting samples
1 handwritten ransom note
3 typewritten notes (each typed on a different machine)
3 typewriters (note above or on each typwriter identifying the owner)
Scratch paper
4 fingerprint samples
3 sets of fingerprint samples found at the crime scene
3 envelopes
ink pad
index cards
black construction paper
talcum powder
transparent tape

INSTRUCTIONS:

1. Read the article on the job of a detective or police officer in the Occupational Outlook Handbook.
2. Complete the Job Information Sheet on the job of a detective.
3. Complete all of the detective activities on the Detective Activity Sheet.

BECOME A POLICE OFFICER BY:

FINGERPRINTING

Making Fingerprints

1. Make a set of fingerprints for your right hand by:

   a) Gently rolling the end of each finger left to right on an ink pad, then onto an index card.

   b) Name the hand being printed and label each print: thumb, index, middle, ring, and little finger. Write your name and date fingerprinted at the top of the card.

   c) Using the pictures above, identify each fingerprint as an arch, loop or whorl. All fingerprints will not be the same for each person.

2. Fingerprint three friends in the same way. Be sure to label each card carefully with the name, date, hand printed, and type of paint for each finger. Arrange these cards alphabetically in a file.

EVIDENCE PREPARATION INSTRUCTIONS

1. HANDWRITING

Ask five people to write "I am not guilty," two times each. Use same color ink throughout.

Cut strips of paper. On one set of papers, identify sample with person's name. On other set of papers, label eack with a number from 1 to 5.

Laminate all strips. Students will use these to match handwriting sample with name.

Have one of your five "criminals" write out the following ransom note and then laminate it:

> If you want to see your horse alive, leave $500,000 in unmarked bills in a brown paper bag beside the backstop at the Wilbar Ruritan Building. Do not call the police or bring anyone with you when you come at 1:00 a.m. Thursday night. You will be watched.

Put all the strips and the ransom note in an envelope. Label the envelope "Handwriting and Ransom Note."

2. TYPEWRITTEN SAMPLES

Use three different typewriters to type out the following three notes. Label each sample, using "A", "B", and "C", and then laminate each sample:

> Your life is in danger. Watch your back.

> Appoint me to the office of District Attorney or I'll tell about the checks you forged.
> You Know Who

> Put me back in your will to inherit the family fortune or <u>else!</u>

Put all samples in envelope labeled "Typewritten Messages."

Label each typewriter with the name of its owner.

3. FINGERPRINTS

Using a stamp pad and index cards, collect two sets each of fingerprint samples from three people and one set of fingerprint samples from one other person. This last set of prints is used to try to confuse the detectives. Label that one set with the person's name on the back and laminate it.

For each pair of fingerprints, label one set of the pair with the person's name on the back. Label the other set of the pair on the front with: "Burglar 1", "Burglar 2", and "Burglar 3." Laminate all the samples.

Code them somehow so you remember the owner of the prints.

Place all samples in envelope labeled "Fingerprint Samples."

DETECTIVE ACTIVITY SHEET

I. Handwriting Analysis

Five people have been suspected in the kidnapping of a prize Kentucky Derby winning horse. You will be matching up handwriting samples of the five suspects and then determining the criminal of the offense.

1. Take the handwriting samples and ransom note from the envelope in the folder. Mix them up.

2. Match the handwriting samples. Record answers on the answer sheet by writing the suspect's name (found on back of sample). There will be two left over.

3. The kidnapper left a handwritten ransom note. Analyze the handwriting and write the criminal's name on the answer sheet.

4. Put samples and note back in envelope.

II. Checking Typewriting Samples

1. Look at the three typewritten notes (found in an envelope in the job folder). These notes have been typed on three different typewriters. Study them carefully.

2. Try to determine differences between them that might help you to decide which piece of typing has been done on which typewriter.

3. Pay particular attention to the shapes of the letters. Different typewriters use different letter shapes.

4. You may use scratch paper to make samples from the three typewriters and compare these with the samples in question.

5. Record your findings on the answer sheet.

6. Put samples back in envelope.

III. Identifying Fingerprints

1. Read about the three fingerprint patterns on your answer sheet.

2. Write the pattern of the fingerprint next to the letter on the answer sheet.

3. A home has been burglarized and three sets of fingerprints have been found. You will be identifying the criminals by their fingerprints.

4. Take the fingerprint samples from the envelope.

5. Try to match up the fingerprints. Record answers on the answer sheet by writing the suspect's name (found on back of sample)

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation:_____ Cluster_____

Duties (what the worker does):_____

_____

_____

Education needed:_____

_____

Training needed:_____

_____

Special qualifications:_____

_____

Employment outlook:_____

Places of employment:_____

Earnings:_____

Benefits:_____

Chance of advancement:_____

Helpful middle grades and high school courses:_____

_____

Ways this occupation could fit into my interests, abilities and goals:_____

_____

Ways this occupation does not fit my interests, abilities, and goals:_____

_____

ANSWER KEY

JOB INFORMATION SHEET

Use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Employment Security booklets and other available publications to help you fill out the information questions relating to the job you are studying.

Occupation: Detective Cluster Public Service

Duties (what the worker does): Detectives are plainclothes investigators who gather facts and collect evidence for criminal cases. They conduct interviews, examine records, observe the activities of suspects, and participate in raids or arrests.

Education needed: A high school education is needed and some cities and states require some college training.

Training needed: Must be a U.S. citizen, usually at least 21 years of age, and must meet rigorous physical qualifications.

Special qualifications: Honesty, good judgement, and a sense of responsibility are important qualities.

Employment outlook: Employment is expected to increase about as fast as average through the year 2000.

Places of employment: Most are employed by local governments in cities. Others are employed by state and federal agencies.

Earnings: Average salary of $20,600 - $26,700 a year in 1988.

Benefits: Paid vacation, sick leave, medical and life insurance, pension plan, uniform and all police equipment provided.

Chance of advancement: Higher salaries, or promotions to sergeants, lieutenants, or captains.

Helpful middle grades and high school courses: Physical Education, Foreign Language, Math, English, Computers.

Ways this occupation could fit into my interests, abilities and goals:

(varies with students)

Ways this occupation does not fit my interests, abilities, and goals:

(varies with students)

DETECTIVE ANSWER SHEET

NAME: KEY

I. Handwriting Analysis

Suspect 1 Angela Eller

2. L. Evans

3. K. Benfield

4. B. Freas

5. M. Dancy

Kidnapper L. Evans

II. Checking Typewriting Samples

Note A typed on Royal - Carter

Note B typed on Royal 660 - Eller

Note C typed on Facit - Church

III. Identifying fingerprints

Burglar 1 Angela Eller

Burglar 2 Hayes

Burglar 3 Benfield

DETECTIVE ANSWER SHEET

NAME: _____

I. Handwriting Analysis

Suspect 1 _____

2. _____

3. _____

4. _____

5. _____

Kidnapper _____

II. Checking Typewriting Samples

Note A typed on _____

Note B typed on _____

Note C typed on _____

III. Identifying Fingerprints

Burglar 1 _____

Burglar 2 _____

Burglar 3 _____

ELEMENTARY SCHOOL TEACHER

Public Service
Cluster

Leading/Influencing
Interest Area

SUBJECT CORRELATION: English, History, Math, Science, Speech, Home Economics

JOB DESCRIPTION: Teachers must average grades and fill out report cards. They can use technology to increase their productivity and to decrease the time they need to perform routine tasks.

MATERIALS NEEDED:
"Teaching," in World Book Encyclopedia, 1985 ed.
Occupational Outlook Handbook
Dictionary of Occupational Titles
Job Information Activity Sheets
Grade Averaging Computer Diskette and Activity Sheets
Apple Microcomputer

INSTRUCTIONS:
1. Complete the Job Information Questions about the work of a teacher.
2. Get the diskette for grade-averaging from the teacher.
3. "Boot" the computer.
4. Insert the diskette.
5. Follow the computer's instructions.
6. Fill out the report cards.

Elementary School Teacher

JOB INFORMATION SHEET

1. What is the main duty of a teacher?

2. What are some outside activities of a teacher?

3. What education is needed for this job?

4. What are some qualities teachers need?

5. What is the job outlook for teachers?

6. Complete the Spiral Puzzle below.

Steps in becoming a teacher

1. The first step is to complete _____ _____.

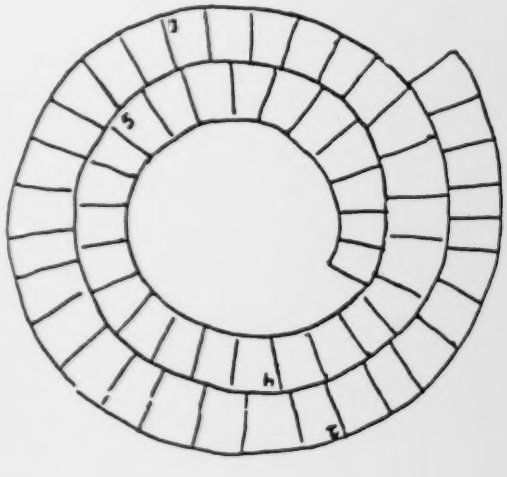
2. Most states require _____ _____ and education courses while you are in college.

3. When you graduate from college, you will have a _____ _____.

4. Then you must be _____ by the State Department of Education.

5. To do a good job, teachers should be _____, use good judgment, and have the desire and ability to work with children.

Spiral Puzzle



ELEMENTARY SCHOOL TEACHER

Grade-Averaging Activity

One duty of a teacher is to grade students on their work done in a particular subject or subjects. This grade must then be recorded on a report card.

1. Below are listed four subjects taken by Susie Lee and the grades for each subject. You teach Susie Language Arts, Spelling, Writing, and Social Studies. You must average the grades for the subjects you teach.

Language Arts	90
	95
	85
	95
	100
Spelling	85
	80
	90
	95
	85
Writing	100
	100
	95
	90
	95
Social Studies	95
	90
	95
	90
	100

2. To average grades, get the Grade Averaging Program on the Computer Diskette from the teacher. Follow the instructions on the diskette.

Record your answers on a sheet of paper for later use.

3. After averaging Susie's grades, you must change them from number grades to letter grades. Use the chart below and list Susie's letter grades.

Grade scale		Susie's Courses	
100 - 93	- A	Language Arts	_____
92 - 85	- B	Spelling	_____
84 - 77	- C	Writing	_____
76 - 70	- D	Social Studies	_____
69 - below	- E		

Susie's other grades are as follows:

Arithmetic	-	A
Health	-	A
Elem. Science	-	C
Phys. Ed.	-	A
Music	-	B
Art	-	C

4. To fill in the report card, you will need the following information:

Anytown City Schools
Susie Ann Jones
2nd Grade
Anytown, North Carolina
Anytown Elementary School
Mr. W. B. Arnold, Principal
Mrs. Lee Smith, Homeroom Teacher
Year: 1986-87

Each six weeks is equal to 30 days. Susie was absent three times and tardy one time.

This report period is the first six weeks and is to be recorded under Column 1.

Complete the report card using all information given. Have your teacher check your work.

GRADE AVERAGING PROGRAM

```
 10        HOME
 20        REM AVERAGE GRADES
 30        PRINT "HOW MANY GRADES?"
 40        INPUT N
100        HOME
110        FOR X = 1 TO N
120        PRINT "WHAT IS GRADE # " X
130        INPUT G
140        S = S+G
150        NEXT X
200        HOME
210        A = S/N
220        PRINT "THE AVERAGE IS " A
300        PRINT "PUSH RETURN TO CONTINUE"
310        INPUT A$
           RUN
TYPE SAVE "GRADE AVERAGE
```

The above program will continue on and on and will have to be reset by the user to be stopped. You can program in directions for the program to be stopped by the user as follows:

```
305        PRINT "ENTER END TO STOP"
315        IF A$ = "END" THEN END
```

The answer in the above program will not be rounded. You can program in a formula to round the results as follows:

```
210 A = INT (S/N + .5)
```

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SCHOOL ACHIEVEMENT RECORD

Marking Scheme: A - Superior B - Above Average C - Average
D - Below Average E - Unsatisfactory

REPORT PERIODS

Subjects	1	2	3	4	5	6	1st Term Avg.	2nd Term Avg.	Year Avg.
Language Arts									
Reading									
Language									
Spelling									
Writing									
Arithmetic									
Elem. Science									
Social Studies									
Geography									
History									
Citizenship									
Foreign Language									
Health									
Physical Education									
Music									
Art									
Days Present									
Days Absent									
Times Tardy									

PARENT'S SIGNATURE

1. _____
2. _____
3. _____
4. _____
5. _____

SCHOOLS

ELEMENTARY SCHOOL

REPORT CARD

Report of _____
(Student)

Grade _____

_____
(County or City)

_____
(School)

_____
(Principal)

_____
(Homeroom Teacher)

Year 19__ - 19__

ANSWER KEY

Elementary School Teacher

JOB INFORMATION SHEET

I. Job Information Questions

1. What is the main duty of a teacher?
   The teacher's job is to provide a good learning environment to plan and present a program to fit the student's needs.

2. What are some outside activities of a teacher?
   The teacher has faculty meetings, faculty committees, workshops, and other in-service activites.

3. What education is needed for this job?
   Teachers need four years of training at an approved teacher education institution.

4. What are some qualities teachers need?
   They should be dependable, have good judgment, and have the desire and ability to work with children.

5. What is the job outlook for teachers?
   Excellent, due to retirements.

II. Spiral Puzzle

1. The first step is to complete high school.
2. Most states require student teaching and education courses while you are in college.
3. When you graduate from college, you will have a bachelor's degree.
4. Then you must be certified by the State Department of Education.
5. To do a good job, teachers should be dependable, use good judgment, and have the desire and ability to work with children.

III. Report Card

Language Arts	-	93 - A
Spelling	-	87 - B
Writing	-	96 - A
Social Studies	-	94 - A

LAWYER

Public Service
Cluster

Social Business
Interest Area

SUBJECT CORRELATION: English, Business, Media

JOB DESCRIPTION: Lawyers, who are oftentimes called *attorneys*, advise people about the laws. They may explain a person's legal and constitutional rights and help protect that person when he or she is brought before a judge, a jury, or a government agency.

MATERIALS NEEDED:
Lawyer Activity Sheet
Lawyer Answer Sheet
Lawyer Card Game
Lawyer cassette tape
Tape player

INSTRUCTIONS: Follow the directions on the Lawyer Activity Sheet and write your answers on the Lawyer Answer Sheet.

LAWYER ACTIVITY SHEET

STEP ONE

A. You are probably very familiar with the work of lawyers from watching various television progams and movies. Shows such as "L. A. Law" make the legal profession seem very exciting and glamorous. Lawyers do lead interesting and challenging professional lives, but they also spend many hours researching laws and cases and attending seminars and classes.

B. To find out more about the educational, professional, and personal requirements of lawyers, play the Lawyer Card Game. Follow these rules:

1. Shuffle the cards. Deal out all the cards to the players.

2. Arrange your cards in matching pairs (two of a kind).

3. Set the matching pairs aside.

4. Players should draw one card at a time from each other until each has found matches for all the cards in his hand.

5. Each player should read the cards aloud as he lays his matches down on the table.

6. Continue playing until one player is holding the "Laid Off" card. Write the name of that player on your Answer Sheet to receive credit.

C. Use the information on the cards to answer the questions about lawyers on your Answer Sheet. Please return the cards to their proper place when you have finished.

STEP TWO

A. Most lawyers specialize in one area of law such as business law or criminal law. They study all areas of law in the three years of law school they attend after receiving their college degree.

B. You may be familiar with some of the basic laws and rights we all share under the protection of the United States Constitution. Test your knowledge of the law by reading and listening to the following legal situations. What will your opinion be? Follow these directions:

1. Start the cassette tape and listen to Situation #1 only. You can also read the situation below as you listen. Stop the tape after you have heard Situation #1.

2. What is your opinion on the case? Can Ethel plead self-defense successfully? Write what you think in the spaces provided on your Answer Sheet for Step Two.

3. Listen to each situation that follows and write your opinion. You be the judge!

4. Rewind the tape when you are finished.

SITUATION #1

Ethel owned a convenience food mart which she kept open 24 hours a day. After she had been robbed twice by armed robbers, she bought a revolver. Once again, a robber held her up and took all the cash out of the register. The robber was then getting onto a motorcycle when Ethel shot him with the revolver. The robber died instantly. May Ethel successfully plead self-defense to a charge of criminal homicide?

SITUATION #2

Samuel broke into a record store where he stole and concealed three compact disks. As he was walking down the street, he met two police officers who were suspicious of him. They searched him. When they found the disks, they arrested him and advised him that he would save money by not bothering to hire a lawyer since he was obviously guilty of theft. Was this correct procedure?

SITUATION #3

While driving home at high speed, Traller sideswiped a parked car and was arrested for driving under the influence of alcohol. Because no one was injured and this was Traller's first offense, the District Attorney agreed to reduce the charge of felony drunk driving to misdemeanor negligent driving if Traller would agree to plead guilty to the lesser charge. Is such a "deal" legal?

SITUATION #4

Thurman, a rookie police officer, was anxious to impress his superiors. While walking down an apartment corridor, he distinctly smelled marijuana smoke. So he knocked on the suspect door and when a woman answered, he gently pushed his way in. There was a quantity of marijuana in open view and inside a

cabinet drawer he found a supply of cocaine and drug-injection equipment. He arrested the woman and seized the evidence. Can she be convicted of the crime of possession of illegal drugs?

SITUATION #5

While walking in a supermarket, Mrs. Mason stumbled and fell. There was nothing wrong with the floor but she was wearing high-heeled shoes for the first time and twisted her ankle. In the fall, she broke her glasses and suffered an injury that blinded one eye. She sued the supermarket for $1,000,000. Is the store liable?

STEP THREE

A. Talking with a lawyer is probably the best way to really find out what that job is really like and what kind of person you must be to be successful.

B. Read the article on the following pages called "A Day in the Life of a Lawyer." It is written by Eric Lipson, a real lawyer.

C. When you have finished reading, answer the questions in Step Three of your Answer Sheet.

A Day in the Life of a Lawyer

by Eric Lipson

In today's society people occasionally find that they are in need of a lawyer's services. A lawyer is someone who conducts lawsuits for clients or advises clients as to their legal rights and obligations. The word *attorney* is often used as a synonym for lawyer.

There are many different kinds of lawyers. For example, criminal defense attorneys represent people accused of crimes. Personal injury lawyers help people injured in accidents to collect for their injuries from the people who injured them. Other attorneys specialize in such areas as medical malpractice, juvenile law, business law or family law. Some lawyers work for public or private legal services.

Public legal services provide legal aid to people who can't afford to pay an attorney. Tax dollars help pay for public legal services.

Private legal services are funded by groups of people who pay for them as you pay for insurance. I worked for many years at Student Legal Services. Each student at the college where I worked paid $5.00 per semester to fund our office. Any time a student needed legal help or advice, he/she could come in and talk with us.

Auto workers' unions and some teachers' unions fund their legal services programs in the same way that student legal services are funded.

Legal service agencies in the United States are important because they give all citizens—rich or poor—access to affordable legal help.

The kind of law we practice at Student Legal Services could be defined as "general practice"—a little of everything. Here is a typical day:

8:00 a.m.—Before going to the office, I stop at the courthouse. There I meet with a client who is accused of shoplifting. She is there for her "arraignment." That means that the judge will formally tell her what crime she is being charged with and what the possible penalties are. The judge also makes sure that my client (known by the court as a "defendant") has an attorney. That is where I come in.

8:30 a.m.—The judge calls our case. I step forward with my client and say, "Good morning, your honor. May it please the court, I am Eric Lipson of Student Legal Services representing Ms. Jones." The judge reads the charge: larceny—punishable by 90 days in jail and a $100 fine upon conviction. The judge asks how my client pleads—guilty or not guilty. My client, an 18-year-old student, tearfully says, "Not guilty." The judge tells her when to return for a trial. Ms. Jones promises to return for the trial and the judge allows her to leave without posting a bond. The clerk fills out forms with the date and the bailiff hands them to us. We leave the courtroom as the next case is called.

8:40 a.m.—In the hall, my client repeats to me what she had told me in my office earlier in the week: It is all a mistake. She just forgot to pay for the cassette tape. I don't know if I believe her or not. That is not my job. My job is to make the best case possible for her when it comes to the trial day.

9:00 a.m.—I arrive at the office. I check my message box—only a few routine calls to return.

9:05 a.m.—I phone the prosecuting attorney and request a copy of the police report on my client, the accused shoplifter.

9:10 a.m.—I phone an attorney who represents a landlord of a building. The tenants want the furnace to be repaired and a reduction in their rent because the apartment has been so cold they could see their breath. The landlord's attorney tells me that his client claims my clients made up the story about the lack of heat.

I reply that a housing inspector inspected the premises and found that the furnace was not working properly. The landlord's attorney says she will get back to me after talking with the building inspector and her client, the landlord.

9:30 a.m.—Time for appointments. My first client is a young black woman who feels that she was the victim of race discrimination.

Yesterday, she responded to an ad for an apartment. On the telephone, the landlord told her that the place was still vacant. But when she went to look at it, the landlord told her the apartment was rented. I ask why she thinks the landlord was lying. She tells me that she was suspicious, so she asked a white friend to go to the apartment later

in the day. The landlord told the white friend that the place was still for rent!

This is a very strong case. It is a violation of city, state, and federal housing laws to discriminate against people because of race. I get the name of the woman's friend. She will be a very important witness. I will have to interview her. But we can still use more proof. With the client's permission, I call up the City Department of Human Rights and describe the situation. They will send out two investigators—one black and one white—to see if they get the same treatment from the landlord. They will let me know the results.

I open a file for the young woman. In it, I put my notes and all of the information I have so far. This is a good case. Often it is hard to prove race discrimination cases. I enjoy working on cases like this because it makes me feel that people can make a difference by standing up for their rights. I tell the client that I will call her as soon as I hear from the Human Rights Department.

10:00 a.m.—Next client. A young man sits down and makes sure the door is closed before he begins to talk. He wants to know if everything he tells me is private. I assure him that under the law, all communication between lawyer and client is confidential.

The young man tells me that he was arrested for drunk driving. He went to a party, had a few beers, and then drove home. He said he thought he wasn't drunk, but the police pulled him over and said he was driving erratically.

They gave him a "breath-a-lyzer" test and said he was legally drunk. The police arrested him and towed his car away. This was the first time this had happened to him.

He is very upset. He wants to know if this will go into his permanent record. My answer is yes—if he is convicted or pleads guilty. He asks if a conviction will make it harder for him to get jobs. I answer that it may—depending on the employer. Some employers may give him a chance if he has only one offense and never repeats it.

He asks me what other consequences there may be. I tell him that if he is convicted he will lose his license for 90 days, be fined $500.00 and have to go to an alcohol education class. I also note that his auto insurance costs will skyrocket.

The young man is unhappy. I tell him he would be a lot more unhappy if he had wrecked his car or killed someone. This is the bad part of my job. I see too many cases like this. Hopefully this young man will learn his lesson.

I open a file. I tell him I will do everything I can for him. This is true. I may not like what he did, but my job is to see that he and all of my clients receive fair treatment in the justice system.

A lawyer can't win every case, but we must do the best we can for every client.

11:00 a.m.—I get a phone call from the attorney representing the landlord with the faulty furnace. After talking to the building inspector, she says her client is willing to settle out of court. She says the landlord is offering to give the tenants a refund for one week's rent. I thank her and tell her I will ask my clients if the offer is acceptable. I ask when the furnace will be fixed. She says the repairman is on the way. This is how most cases are resolved—settled out of court. That is usually the best for all parties.

11:30 a.m.—I go to the office library. For the accused drunk driver, I research a question I have about the law concerning driving under the influence of alcohol.

For the woman with the civil rights complaint, I reread the city ordinance and the state law on housing discrimination. I make notes and put them in the files.

12:30-1:00 p.m.—lunch

1:00 p.m.—I write a brief for a case that is in court. The judge asked the attorneys to submit briefs to support their positions. I am claiming that my client should get custody of her children after a divorce because she is the better parent. The other attorney says the dad should get custody because he makes more money. I claim that income is not relevant.

This takes a fair amount of research. I find several cases that support my stand. I don't finish until 6:00 p.m. but I am happy because I think the law supports my position. I know that will make my client and her children happy.

Although my duties are many and are varied, I find my profession to be quite rewarding. The rewards of being an attorney come from doing a good job and helping people who find themselves in legal tangles.

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Name _____

LAWYER ANSWER SHEET

STEP ONE

Play the Lawyer Card Game. Write the name of the losing player here._____ Answer the questions below, using the information from your playing cards.

1. What is another name for "lawyer?" _____

2. Define "client." _____

3. How many years does last school last? _____

4. What kind of education is necessary to get into law school?

_____

5. Why is the need for lawyers always increasing? _____

_____

6. A "J.D." degree stands for _____

7. Law school graduates must take a written exam or _____

_____ in order to _____

8. New attorneys working for large law firms can earn between

_____ and _____ a year.

9. Contacting the American Bar Association in _____

is one good way of getting more information.

10. Lawyers who handle murder and theft cases specialize in _____

_____ law.

11. Lawyers must be well versed in many fields of life and

business in order to _____ handle a wide _____

of cases.

12. Tax attorneys specialize in _____ and _____

tax problems.

STEP TWO

Read and listen to each situation. Write your legal opinions on each case below.

SITUATION #1

Can Ethel successfully plead self-defense for shooting the robber? _____Why? _____
_____

SITUATION #2

Was the treatment of Samuel by the police proper? _____ Why? _
_____
_____

SITUATION #3

Can Traller legally "plea bargain" to a lesser charge? _____
Why? _____
_____

SITUATION #4

Can the woman Officer Thurman arrested be convicted? _____
Why? _____
_____

SITUATION #5

Can Mrs. Mason successfully sue the supermarket for her injuries?
_____ Why? _____
_____

STEP THREE

Read "A Day in the Life of a Lawyer" and answer the questions below.

1. What is a "defendant?" _____
_____

2. What is a "brief?" _____
_____

3. Why does the attorney need to go to the library to do research? _____
_____

4. How are most cases actually settled? _____
_____

5. What are Public Legal Services? _____
_____

Law school graduates must take and pass the law board exam or "boards" in order to practice law.

New attorneys working for large law firms can earn between $50,000 and $90,000 a year.

One must have excellent grades in both high school and college to gain admission into law school.

Because new businesses and people are moving in, the need for new lawyers is increasing.

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Law school graduates receive a "Juris Doctor," or J.D. degree.

The person that a lawyer is working for or defending is known as the client.

College graduates must attend law school for 3 years

Lawyers are sometimes called Attorneys.

LAID OFF!

Attorneys who specialize in divorces, real estate, will writing, etc. specialize in civil law.

Lawyers spend many hours researching cases and writing "briefs" or reports.

Maritime lawyers specialize in overseas business agreements and shipping problems.

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To find out more information, one can contact the American Bar Association in Washington, D.C.

Lawyers defend that people accused of murder and other serious crimes specialize in criminal law.

Lawyers must be well versed in many fields of life in order to successfully handle a wide variety of cases.

Tax attorneys specialize in income and property tax problems for individuals and large corporations.

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DIRECTIONS FOR LAWYER ACTIVITY

1. Run off two copies of each sheet of playing cards. Cut them out and mount them on construction paper and then laminate. NOTE: Make only one "laid-off" card.

2. Make a cassette tape of the five legal cases the student must decide on. This will help students with a lower reading ability understand the circumstances of each case.

3. ANSWER KEY

STEP ONE

1. attorney
2. a person or group that hires a lawyer
3. three years
4. high school and college degree with excellent grades
5. increasing population and new businesses
6. "Juris Doctor" degree
7. boards; practice
8. $50,000; $90,000
9. Washington, D. C.
10. criminal
11. successfully; variety
12. income; property

STEP TWO

1. No; self-defense can be used only if she was physically threatened.
2. No; Samuel was not read his rights.
3. Yes, if the judge approves.
4. No; Thurman did not have a warrant to enter.
5. No; Mrs. Mason did not take care when entering the store.

STEP THREE

1. A defendant is a person who is charged with a crime and must appear before the court.

2. A brief is a research paper or report on a certain case.

3. Research is important because lawyers can often find legal precedents which will help their clients.

4. Most cases are settled out of court.

5. Public legal services are services offered for people who cannot afford an attorney of their own.

SOCIAL WORKER

Public Service
Cluster

Humanitarian
Interest Area

SUBJECT CORRELATION: Social Studies, Psychology, Home Economics, Reading

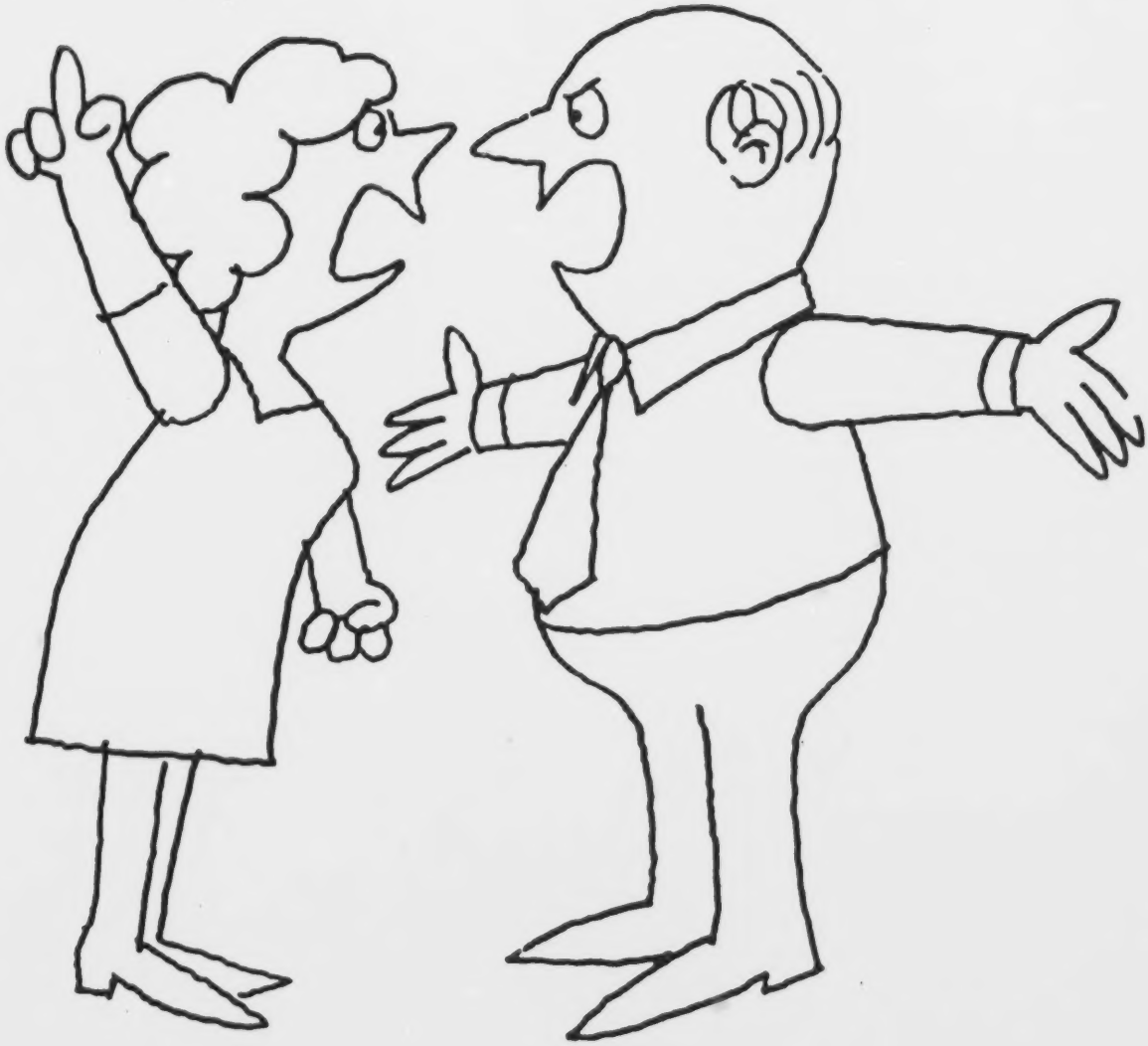
JOB DESCRIPTION: Social workers help people, either one person at a time or in groups. They help people solve both day-to-day and special problems. These problems may be related to a person's social, personal, vocational, educational, or religious development. Agencies such as welfare, employment, vocational rehabilitation, juvenile court, and public schools offer jobs for social workers.

MATERIALS NEEDED:
OOH and/or other occupational resources
Occupational Information Sheet
Laminated copies of the different cases
Paper

INSTRUCTIONS:

A. Complete Occupational Information Sheet after reading an article on the job of a social worker.
B. Have students form a committee. They are to work together helping these families (described in the case studies) with their problems.
C. Have students each choose a case, read it, and briefly summarize it on paper.
D. When all committee members have finished, each student will present his/her case to the committee.
E. The committee is to come up with plans that would enable each family to work out its problems.
F. Each student should record the committee's plans for his or her case.

CASE 22: NORMA AND TODD



CASE STUDY:

Norma's happy face was a mirror for her inner feelings. "I got a raise!" she announced as she came into the kitchen from the garage. "Out of the blue Mr. Jenkins called me into his office and told me my work was so good he had recommended me for another raise. That's two raises and a promotion this year," she said joyfully.

"That's wonderful, honey," Todd Morrow told his wife. He stood and gave her a quick hug before again sitting down at the kitchen table. "That's really swell," he added. "How much?"

"Ten dollars a week,: Norma cried. "Even after deductions that will mean we can afford plane tickets for next summer's vacation."

Her husband nodded in agreement. "You're right," he said. "If we just set that raise aside like we did your last one, we'll be in good shape come vacation time." As he talked he continued working with Jeffrey's broken race car. Suddenly the motor began to turn correctly.

"Dad, it's working!" eight-year-old Jeffrey cried. "Thanks, Dad. You're great!"

Todd Morrow smiled at his son's enthusiasm. "Run along and play, Jeff," he said. "Just don't try to race down the steps again, okay?"

"Sure, Dad," Jeff agreed, hugging the repaired car happily.

"You certainly made a hit," Norma said as she busied herself checking the oven to be sure the casserole she had put in before work was coming along satisfactorily.

"It wasn't all that difficult to get working," Todd said. "I wish I could make as big a hit at the plant."

"More trouble?" his wife asked quietly.

"More of the same. The foreman wants quality and management demands quantity. Between the two of them I'm about to chuck it."

"You aren't the only worker caught in that bind," his wife said, concern showing in her expression. "That doesn't make it any easier on you I know, but it is the truth. Just go on doing your best and everything will work out alright."

"That's what I keep telling myself. But I lie awake nights trying to figure how I'm going to put out more work and do it better and there just isn't any way."

"Of course there isn't." Norma was indignant. "You've always done your best. You can't do any better than that."

"That's the trouble, that's the whole trouble."

Several weeks later Todd greeted Norma with exciting news. "There's a new position opening up at the plant in a couple of weeks. It's a supervisory job overseeing quality control. The qualifications were posted on the bulletin board today. I'm going to apply. I've got all the qualifications. It would mean some extra responsibilities but I'd get a good pay increase."

"That's wonderful news," Norma told him. "Not only would the extra pay be nice but more important it would get you out from between the foreman and management problems."

"That's the best part," her husband said.

A few days later it was Norma's turn to be elated. "Guess what!" she demanded as soon as she entered the house. "This must be promotion weather or something. Mr. Jenkins told me today I'm in line for a move into supervision, too. I begin training tomorrow. After a couple of weeks I'll get the job on a trial basis. If I make good it will become permanent after two months. And then I'll get another raise."

"Great," Todd replied. "With all these promotions we'll be rolling in dough."

Todd's first interview was held the next day. Two days later he had a second interview. A week passed and he had his third and final interview. That night Todd took Norma and Jeff out for dinner. "I've got it for sure," he said delightedly. "Only Tom Smith and I got the third interview. I know I made a better impression than Tom. I've got the job for sure."

The day Norma began her trial period as office supervisor she returned from work to find Todd sitting silent and glum. Several half-smoked cigarettes were in the ash tray beside him. When Norma entered the room her husband looked up with misery in his eyes.

"Tom got the job," he said in a choked voice. "And I just knew I had it made."

"Darling, I'm so sorry," Norma said. "I know how much it meant to you. Maybe you should think about changing jobs entirely. If they don't appreciate you then perhaps you should go to work for someone who would. With the raise I'll be getting in two months we can afford for you to make a change. That might be the best thing for all of us."

Instead of answering, Todd pushed back his chair, rose from the kitchen table and left the room.

CASE 34: AGNES

CASE STUDY:

Agnes Crawford had been an only child. Even as a girl she decided to raise a large family so her children could learn to get along with people better than she did as a child. But the plan did not work out. Shortly after Agnes gave birth to her son, David, her husband was killed in an automobile accident. Agnes would never remarry, so David, like his mother, was an only child.

Agnes was not wealthy, but her husband's insurance had left her with enough income so she could devote most of her time and energy to raising her son.

When David was three he suffered a severe head injury while playing with a neighborhood friend. For days he drifted in and out of consciousness while anxious doctors did their best to keep him alive. Not until after several weeks and two operations did Agnes learn that her son was out of danger. The experience left her shaken and fearful. First her husband. Then David. Agnes vowed that David would never again be in a physically dangerous position.

And to the best of her ability, Agnes kept her vow. Once David was dismissed from the hospital with his head swathed in bandages she made certain he participated in no activities in which he could possibly hurt himself. While the neighborhood children played with their roller skates or new sidewalk toys, David had to content himself with watching or with the safer toys his mother provided.

When David entered school Agnes drove him to and from classes morning and evening. She arranged for a conference with both his homeroom teacher and the building principal in which she explained how close to death David had come and how she expected the school to treat him. On the whole the teachers and principal cooperated, though when David entered fourth grade the coach refused to allow David to continue missing physical education without a written doctor's excuse.

When the family doctor told Agnes she was being foolish, she changed doctors. The new doctor wrote the required certificate and David continued spending his physical education periods in the school library throughout his elementary school years.

By the end of elementary school David had begun to rebel against the restrictions imposed by his mother. When he entered junior high he simply failed to present the doctor's certificate to his teacher and joined his friends in their physical education classes.

When his mother refused to let him join the outdoor education club which met after school once a week, David told his mother he was staying after school for choir practice and instead went to outdoor education club.

Other deceits followed as David progressed through his first year in junior high. He managed to attend several skating parties without his mother's knowledge. By telling his mother he was enrolled in a summer reading program at the public library, David was able to join a learn-to-swim program which was close by.

In a never-to-be-forgotten scene early in his eighth grade year, David informed his mother he had learned to swim and demanded the right to take part in a community swimming program at one of the school pools on evenings and weekends. David gained the consent but his mother's reaction stunned him. Her tears frightened him and made him feel ashamed. Then and there he determined to keep as much of his life as possible a secret from his mother.

When he went out for football that same fall, David got a friend's older sister to forge his mother's signature on the insurance and health form. He selected a physician at random and paid in cash for his own physical. Since all games were played during the afternoon, David felt he would have no trouble keeping his activities from his mother. However, the unexpected happened. Though only in eighth grade, David was allowed to play during the final quarter of the third game of the season. He intercepted a pass and scored a touchdown which won the game for his team.

Only after the excitement had died down did David note the press photographer. Sick with dread he asked his coach whether or not the fellow had taken his picture.

"What a publicity hound, Dave," his coach laughed. "I'm sure he got a good shot of you. It will be in tomorrow's paper for sure."

CASE 30: THE JENSENS

CASE STUDY:

Johnny was the third child born to the Jensens and they were pleased to have a son for they had wanted children of both sexes. Besides, Janice Jensen wanted her husband to experience the joys of watching a son grow and develop.

Within a few months of Johnny's birth his parents were worried. Johnny did not act the way his sisters had as babies. By the time a few more months had passed they were certain something was dreadfully wrong. Their family doctor agreed that Johnny was not acting as was to be expected but advised caution in making any judgments.

"Some children develop more slowly than others," he said. "Let's not get overly upset just yet."

But the Jensens were upset. Despite themselves they found it impossible to stop comparing Johnny's progress with that of his sisters and the comparisons were frightening. Johnny was terribly late in performing the usual actions expected of a baby. He was lethargic and disinterested.

"Johnny is retarded," Howard Jensen told his wife one evening shortly after Johnny's first birthday. This was the first time either of them had actually put into words the dread they had felt in recent months.

When Janice questioned their doctor again, he referred her to a child specialist. And again the verdict was indecisive. "We can't be sure at this age but Johnny does show signs of slowness," the specialist informed her.

"That means Johnny is retarded," Mrs. Jensen said flatly.

"Retardation involves many things, Mrs. Jensen," came the answer. "For the time let's just say Johnny is maturing at a slower rate than we would normally expect."

During the years which followed Howard and Janice read every available book on child growth and development. They did everything possible to help Johnny mature. They read all the available literature dealing with mental retardation. Howard even enrolled in night classes in special education at the university.

Both parents faced the problem openly without making any effort to conceal Johnny's condition. They were more than ready to follow the advice of a university professor who told Howard that the best hope for improvement lay in love and constant help and reinforcement.

When Howard got home from work, he spent his free time before and after dinner working and playing with Johnny. It took weeks for Johnny to learn to button his shirt, even though he was five-years-old. More weeks were spent in helping Johnny learn to dress himself without aid. And still he could not tie his own shoes.

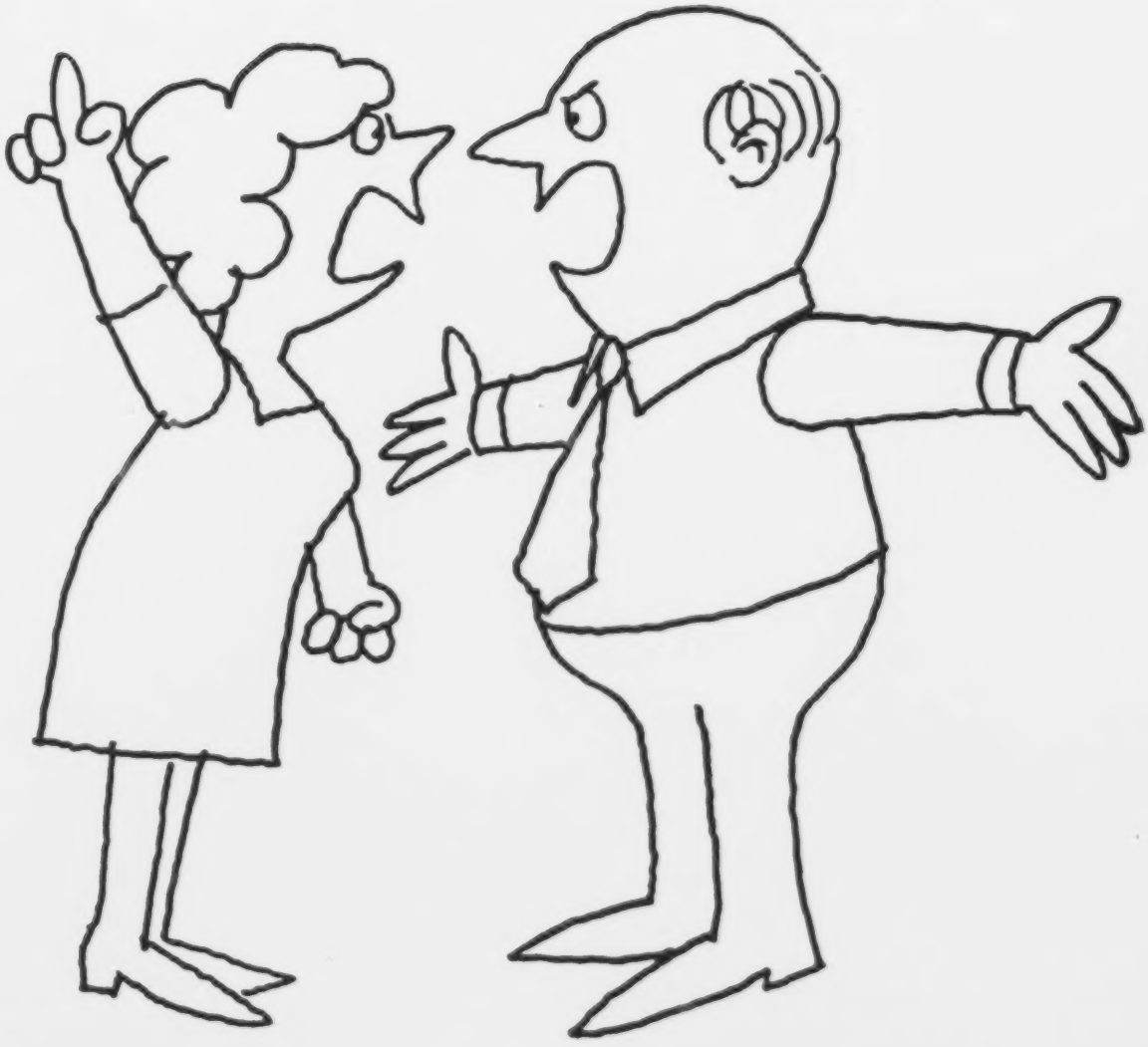
"He'll learn," Howard predicted. "He'll learn."

And Johnny did learn. Gradually he learned to count to five. Then he began to recognize colors by their names. The day he was able to walk up the front steps without help was a happy moment for his parents and sisters.

"We'll make it yet," Howard said that evening.

His wife smiled at her husband's happiness. She knew how much it meant to Howard for Johnny to show any progress. Yet she also knew that despite Howard's devotion Johnny was making very limited advances. His condition was so severe Johnny would never be able to function as a normal child. Much as she loved the little boy Janice couldn't help but wonder if both Johnny and his father wouldn't be better off if Johnny were placed in an institution with others like himself.

Case 15: Sally and Harold



CASE STUDY:

Sally and Harold had been married just over a year. Though they had experienced a few difficulties, they had not had any major troubles. For a time it had seemed impossible for them to keep up with the bills but now that Sally was working as a clerk in the supermarket they had their finances under control and were even saving for the down payment on a home.

One thing which had helped the couple get off to a good start in marriage was the fact that they had so much in common. They had known each other in high school and had many of the same friends. Though they didn't begin dating seriously until both had been out of high school for over a year, they had been friends for such a long time it seemed as though they had always gone together.

When Sally and Harold received an invitation to attend a party given by a couple both had known since high school they were happy to accept. "We haven't gone to a party in over a month," Sally said. "This will be fun." Harold agreed and marked the date on their kitchen calendar.

Sally bought a new dress for the evening but Harold only laughed when she suggested he treat himself to a new sports coat. "I'm fine," he told her. "Who needs a new sports coat when he has the best looking wife at the party?"

Sally pretended to laugh off her husband but she was pleased when he complimented her. Little things like that meant a great deal to her.

The evening of the party was warm and pleasant. Soon guests overflowed the house and onto the patio and lawn where folding chairs were grouped in clusters around small tables. Sally became engaged in conversation in the living room with a girl she hadn't seen since high school. When the two finally parted, Harold was no longer at her side.

Sally began moving through the growing crowd of guests, stopping often to exchange a few words or acknowledge a compliment on her new dress. By the time she had covered the house and patio Sally was a bit upset. Where had Harold gone and why hadn't he told her?

Sally finally spotted Harold seated in one of the folding chairs at the very edge of the lawn. Across the tiny table from him was a girl Sally had never seen. So deeply was Harold engrossed in his conversation, he was not aware of his wife's approach until she had reached his side. With a start he glanced up.

"Oh, hi, Sally," he said. Then, "Sally, this is Janice Rhodes. Janice, this is my wife, Sally."

As Sally responded to the introduction she couldn't help but realize how beautiful the other woman was. In fact, Janice Rhodes was the most beautiful woman Sally had ever seen. A pang of jealousy shot through Sally, and when Janice invited Sally to take an empty chair Sally refused.

"We have lots of old friends to see," she said, then added, "Don't we, Harold?"

"You go ahead and visit," her husband replied. "Janice and I have lots of catching up to do."

With stiff back and smarting eyes Sally turned away and quickly walked toward the patio. How could he be so unfeeling? And who was Janice Rhodes? Obviously Harold had known her for some time since they had so much catching up to do.

The next hour was miserable for Sally. She conversed with friends without knowing what they said. She ate cheese dip which was tasteless. Her entire attention was focused on the couple still engrossed with each other. Finally she could endure it no longer. Resolutely she marched across the patio and lawn.

"Harold," she had hoped to speak firmly but her voice held a quiver. "Please take me home."

Concern was written on her husband's face as he quickly came to his feet. "What's wrong, honey?" he asked.

"Just take me home," was all she could say.

"Janice, I'm sorry. It was great seeing you. Why don't you and your husband come over some evening?"

Even as Janice was saying they might just do that, Harold was steering his wife toward the yard gate. As he helped Sally into the car Harold again asked, "What happened, Sally? Are you sick?"

Sally didn't answer until Harold started the car. "You know very well what's the matter!" she cried out. "Who was that girl? I've never met her. When did you meet her? I've never seen her."

Harold hit the brake so unexpectedly Sally was almost thrown against the dashboard.

CASE 32: THE McDONALD FAMILY

CASE STUDY:

The McDonald family was a close-knit group. Frank and Helen McDonald had made it a point from the arrival of their first baby to spend time with their growing children and in every way possible to set a good example for their two sons and three daughters.

Now they were faced with a situation they could not completely comprehend. Their sons, aged seventeen and fourteen, were exactly what they had envisioned sons should be. Two of their daughters, aged fifteen and eleven, were all parents could hope for. It was Sarah, their thirteen-year-old daughter, who presented a problem. Sarah's actions were so entirely different from those of her brothers and sisters it was at times difficult to realize she came from the same family. One look at the striking family resemblance, though, was enough to dispel any question an outsider might have had. In looks, Sarah was definitely a McDonald. It was her actions which gave one cause to wonder.

Even when Sarah was a young child, her father had often laughed and admitted that she seemed to march to a different drummer. Her mother would shake her head sadly and tell her friends that Sarah had a mind of her own. Teachers from kindergarten on told the McDonalds that Sarah was capable but seldom got around to using her capabilities, so involved was she in projects of her own.

In short, Sarah was a "difficult" child.

It wasn't until Sarah entered junior high at the age of twelve that she began to experience real difficulties. Her new teachers seemed to have less inclination to put up with her distracting actions than had her elementary teachers. As a result Sarah seemed constantly in trouble. Three times during her first year of junior high Sarah's parents were called to school for conferences concerning her behavior. Each time Sarah promised to do better and each time seemed unable to keep her promise for any length of time.

"Mom, I try, I really do," she told her mother on one such occasion. "It's just that those teachers don't seem to care whether or not I want to know what they're teaching. My wishes don't seem to count."

Her mother sympathized with Sarah but explained that the teachers were doing their best and that she, Sarah, had to meet them halfway.

"Halfway!" Sarah scoffed. "I have to meet them the whole way. They don't give an inch to meet me. I hate them and their stupid rules."

The entire family made Sarah's improvement their project but without positive results. Early in her eighth grade year Sarah was suspended from school for three days for smoking in the girls' locker rooms.

"What's wrong with smoking?" Sarah demanded of her parents. "You both smoke. Why shouldn't I?"

Frank McDonald tried to explain to his daughter that she had to learn to follow rules just as he did. The school rule was no smoking by students in the building or on the school grounds. I don't smoke in the no-smoking portions of a bus or plane," he told Sarah. "I can't get by breaking those rules any more than you can break school rules. The question at this moment is not whether or not I smoke or even whether you should smoke. It is a question of obeying rules. In order to get by in an organized society we must live by the rules. Otherwise we would have chaos."

Sarah was not impressed. Hardly had she returned to school from her first suspension before she was out again. This time she had been involved in some minor vandalism in the school cafeteria. Sarah gave no reason for the act. It had just been something to do.

Then Sarah began cutting classes and even entire days of school. "What's the use?" she asked her parents after another summons for them to appear before the principal. "If I go to school I get kicked out. If I don't go then I'm still in trouble. I can't win for losing."

For the first time Frank McDonald felt complete despair over Sarah. Later that evening he confessed his fears to his wife. "Somewhere we've gone wrong," he admitted over a cup of coffee. "I can't get through to her."

"It's not us," his wife protested. "Look at the rest of our children. It isn't our fault. We've done everything possible. It must be the schools."

Her husband reminded her the other children had attended the same schools. At that point neither had any answers.

A week later Frank McDonald got a call at work. His wife was close to hysterics. Sarah was being held in custody at the police station after being picked up with two other girls shoplifting at a local department store.

That night Frank and Helen McDonald sat down with Sarah. Trying unsuccessfully for an hour to get Sarah to discuss her problems, Frank sent her to bed and told her she was grounded for a month. Then he faced his wife and asked in bewilderment, "What now? Where do we go from here?"

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 6.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 6.15 Simulate a variety of job tasks in the Transportation cluster.

TIME: 1.5 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Simulate a variety of job tasks: A. Organization 1. Clusters 2. Interest areas/ Worker Trait Groups B. Methods 1. Computer application 2. Hands-on application a. Demonstrations b. Projects c. Job simulations d. Activities (1) written (2) verbal 3. Role-play 4. Technological effects on this job	1. Research occupations from this cluster and/or interest areas, using the format provided. 2. Simulate occupations from this cluster and/or interest areas, according to the instructions given.

RESOURCES:

Occupational Outlook Handbook (OOH)
Career Briefs
Guide for Occupational Exploration (MGOE)
Occu File
Dictionary of Occupational Titles (DOT)
Career World magazine
NC Career Choice
newspapers
Occupational Information Sheets from Objective 5.04

LONG DISTANCE TRUCK DRIVER

Transportation
Cluster

Physical Performing
Interest Area

SUBJECT CORRELATION: Reading, Math, Geography

JOB DESCRIPTION: Truck drivers must be able to do more than just drive the truck. They must be able to read road maps, calculate mileage reimbursement, complete delivery forms, and keep other records related to their job.

MATERIALS NEEDED:
Occupational Outlook Handbook
Occupational Information Sheet
Map of the United States
Worksheet

INSTRUCTIONS:

1. Read an article on the job of a long distance truck driver and complete the Occupational Information Sheet.
2. Students are to map a route from Los Angeles to New York, with various stops in cities along the way to simulate the plans of a truck driver.
3. Students are to figure the mileage for their trip and the cost of the trip, figuring 25 cents per mile.
4. Students should also figure a time schedule for the trip.
5. The teacher will use overhead transparency of National Employment Outlook to emphasize need for truck drivers.

LONG DISTANCE TRUCK DRIVER

ACTIVITY SHEET

INSTRUCTIONS

TASK A

Using the Occupational Outlook Handbook, answer the following questions about local and long distance truck drivers. Write answers on the Truck Driver Answer Sheet.

1. How many hours to local truck drivers work in a week?

2. List four physical requirements for a long distance truck driver.

3. The U.S. Department of Transportation regulates the number of hours a long distance truck driver can drive each day. State the regulation that limits the number of hours (working conditions).

4. In all states, a local truck driver must have a chauffeur's license. (True or False)

5. According to the U.S. Department of Transportation's qualifications, a long distance truck driver must be at least _____ years old.

TASK B

Truck drivers must be able to estimate the amount of time a delivery trip will take. In order to do this, a truck driver often uses the distance table on a map. On your map, the distance table is located at the bottom. Using this distance table, find the distance between these cities. Write response on your answer sheet.

1. Cape Hatteras and Murphy
2. Cherokee and Albemarle
3. Kannapolis and Durham
4. Asheville and North Wilkesboro
5. Lexington and Wilson
6. Boone and Sanford
7. Southport and Cherokee
8. Reidsville and Blowing Rock

TASK C

Truck drivers must keep careful records of the miles they travel. They are reimbursed (paid back) a certain amount of money for each mile. This is called mileage allowance and is usually a portion of the truck driver's salary.

In the activity below, the first number listed is your odometer reading from your starting point. The next number in each set is the odometer reading at your destination. You are to calculate the number of miles you have traveled and your reimbursement. You will be reimbursed 25 cents for each mile. In the first blank on your Answer Sheet, record the number of miles traveled. In the second blank, record the amount of money to be reimbursed.

Starting Point	Odometer Reading	Destination	Odometer Reading	Miles	$.25/mi. reimb.
Raleigh, NC	12,360.5	Atlanta, GA	12,783.6	_____	_____
Raleigh, NC	24,000.2	New Orleans, LA	24,957.4	_____	_____
Raleigh, NC	14,061.4	Miami, FL	14,895.7	_____	_____
Charlotte, NC	37,877.7	New York, NY	38,491.8	_____	_____
Charlotte, NC	34,567.0	Miami, FL	35,309.4	_____	_____
Charlotte, NC	75,055.2	San Francisco, CA	77,797.3	_____	_____

TASK D

Sometimes trucks break down on the road. Many small towns do not have the facilities to repair a large rig. The truck driver is responsible for finding a place to have his truck repaired. Remember: the larger the town, the better chance you have of finding a mechanic who works on large trucks.

In this activity, you are to find the largest town between your present position and your delivery. Place your answers on your answer sheet.

1. Winston-Salem and Burlington
2. Salisbury and south of Goldsboro
3. Winston-Salem and Hickory
4. South of Hickory and west of Charlotte
5. South of Chapel Hill and southwest of Raleigh

Self-evaluation

Listed below are several qualities that a truck driver needs. You may also possess some of the same qualities. Compare the list of qualities below with your qualities. Write the ones that you possess on your answer sheet.

Good eyesight, hearing, and health
Excellent driving ability
Enjoys traveling
Patience
Alertness
Reliability
Cautious
Steady nerves
Strong
Knows traffic laws

TRUCK DRIVER ANSWER SHEET

Task A

1. _____

2. _____

_____

3. _____

_____

4. _____

5. _____

Task B

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Task C

	MILES	REIMBURSEMENT
Raleigh to Atlanta	_____	_____
Raleigh to New Orleans	_____	_____
Raleigh to Miami	_____	_____
Charlotte to New York	_____	_____
Charlotte to Miami	_____	_____
Charlotte to San Francisco	_____	_____

Task D

	SELF-EVALUATION
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

SERVICE STATION ATTENDANT

Transportation
Cluster

Accommodating Interest
Area

SUBJECT CORRELATION: Science, Math, Reading, Auto Mechanics

JOB DESCRIPTION: An automobile represents a large investment and one that should be protected by regular maintenance. Many people rely on a service station attendant to maintain and care for their cars properly. Many of the duties of an attendant can also be handled by the car owner.

MATERIALS NEEDED:

OOH
Occupational Information Sheet
Access to automobile
Window cleaner
Antifreeze tester
Paper towels
Air pressure gauge

INSTRUCTIONS:

A. Read an article on the job of a service station attendant and complete the Occupational Information Sheet.

B. Complete the Service Station Attendant Activity Sheet and write your answers on the answer sheet.

SERVICE STATION ATTENDANT ACTIVITY SHEET

I. PRODUCT KNOWLEDGE: Use the following information to complete the sentences in Part I of your Answer Sheet. The most important part of a car or truck is a smooth-running engine. With a good maintenance program, your car engine will last longer and be more reliable for you.

A. An engine must have enough oil in it to lubricate the moving parts so friction does not cause damage. Most automobiles require five quarts of oil for efficient lubrication.

B. The car's radiator contains water and coolant to keep the engine from becoming too hot. Since water freezes at 32 degrees F., a coolant or antifreeze solution must be added so the water will not freeze inside the engine while the car is not in operation. This coolant also raises the temperature that the water will boil (212 degrees F.) to a higher temperature. This will prevent overheating.

C. Car tires should have enough air in them for longer mileage and safety. Air pressure of tires will vary according to the size of the tire and the material of which the tire is made. Most steel-belted radial tires require about 35 pounds of pressure.

II. JOB SIMULATIONS: Do the following job simulations to explore your interest in this field.

A. Check the oil level in the engine and record level on answer sheet. Record mileage on answer sheet. Check to see if a sticker indicating mileage of last oil change is on the door or on the engine. If so, record the mileage.

B. Check the level of electrolytes in the battery cells.

C. Check the air pressure of each tire and record your reading. If an air compressor is available, pump tires to recommended pressure.

D. Using the antifreeze tester, check the coolant in the radiator to see what the boiling and freezing points are.

E. Wash windshield with towels and window cleaner (optional).

SERVICE STATION ATTENDANT ANSWER SHEET

I. PRODUCT KNOWLEDGE

1. Most automobiles require _____ quarts of motor oil.

2. Oil is used to _____ moving parts.

3. Moving parts that rub together create heat. This is caused by _____ .

4. Water freezes at _____ degrees F.

5. Antifreeze _____ (raises or lowers) the freezing point.

6. The boiling point of water is _____ degrees F.

7. Air pressure in tires may vary depending upon the _____ and _____ of the tire.

II. A. Oil level:
Full _____
Between full and add one quart _____
Add one quart _____
Below add one quart _____

Car mileage: _____

Last oil change _____

Subtract to find
distance this oil
has been used _____

B. Electrolyte level:

Low _____
O.K. _____

C. Air pressure: Right front _____ Spare _____
Left front _____
Right rear _____
Left rear _____

D. Boiling point of radiator coolant: _____
Freezing point of radiator coolant: _____

SERVICE STATION ATTENDANT ANSWER KEY

I. PRODUCT KNOWLEDGE

1. Most automobiles require __5__ quarts of motor oil.

2. Oil is used to __lubricate__ moving parts.

3. Moving parts that rub together create heat. This is caused by __friction__ .

4. Water freezes at __32__ degrees F.

5. Antifreeze __raises__ (raises or lowers) the freezing point.

6. The boiling point of water is __212__ degrees F.

7. Air pressure in tires may vary depending upon the __size__ and __material__ of the tire.

II. A. Oil level:
Full _____
Between full and add one quart _____
Add one quart _____
Below add one quart _____

Car mileage: _____

Last oil change _____

Subtract to find
distance this oil
has been used _____

B. Electrolyte level:

Low _____
O.K._____

C. Air pressure: Right front _____ Spare _____
Left front _____
Right rear _____
Left rear _____

D. Boiling point of radiator coolant: _____
Freezing point of radiator coolant: _____

TICKET/RESERVATION AGENT

Transportation
Cluster

Accommodating Interest
Area

SUBJECT CORRELATION: Geography, Math, Marketing, Communications, Reading

JOB DESCRIPTION: A ticket/reservation agent is the person responsible for making reservations for travel, collecting fees, and giving information about travel arrangements.

MATERIALS NEEDED:

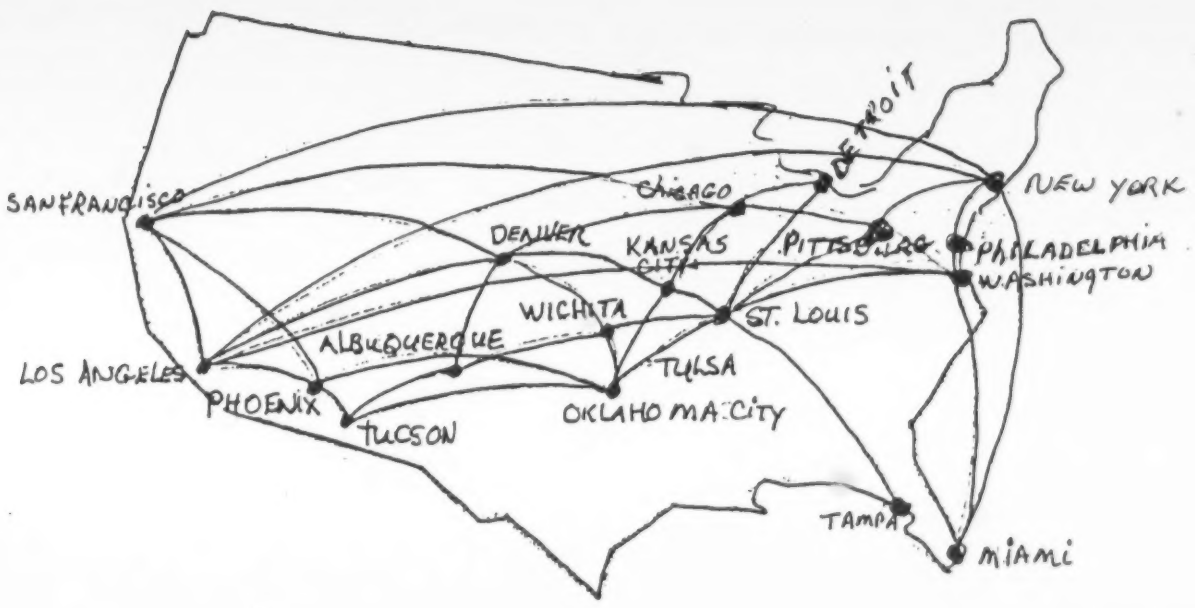
OOH
Occupational Information Sheet
Worksheets:
- A. Airline map
- B. Going by bus
- C. Train trip

INSTRUCTIONS:

A. Read the article on the job of a ticket/reservation agent and complete the Occupational Information Sheet.

B. Complete worksheets, following directions given.

AIRLINE MAP



The above map shows all the United States routes one airline flies. If you want to get to other cities by air, you'll need to make connecting flights via other airlines. Now answer the following questions about getting around in the air.

1. You board the plane at Tucson, Arizona, on a flight to San Francisco. Which other city might you stop at? _____

2. To get from Tulsa, Oklahoma, to Phoenix, Arizona, you make one stop. It isn't Albuquerque, New Mexico. What is it? _____

3. What do you do if you want to take a direct flight from Tulsa to Wichita, Kansas? _____

4. What city are you likely to stop at when flying from Kansas City, Missouri, to Detroit, Michigan? _____

5. You want to fly from Pittsburgh, Pennsylvania, to Denver, Colorado. Which city are you likely to stop at? _____

6. You can fly direct from Washington, D.C., to New York, N.Y., or you can make one stop. Where would that be? _____

7. The two city airports in Florida at which this airline stops are located in _____.

GOING BY BUS

BOSTON--PORTLAND--BRUNSWICK — Northbound read down

Schedule No. 105	110	2052	2060	2020	2086	2072
BOSTON, MASS.....Lv	1:40	8:00	10:15	12:15	2:15	4:15
Lynnfield.....	f	f	f	f	f	f
Danvers.....	2:15	8:40	10:50	12:50	2:50	4:50
Newburyport.....		9:00		1:10	3:10	5:20
Portsmouth, N.H.....	3:05	9:35		1:45	3:46	6:05
Ogunquit.....		10:00				6:50
Kennebunk.....		10:17				7:07
Biddeford.....		10:32				7:22
Saco.....		10:35				7:25
Portland, ME.....Ar	4:10	11//00	12#45	2#50	4//50	7#50
Portland.....Lv	4:15	11:35	1:00	3:15	5:25	8:00
Freeport.....	4:47	12:07	1:32			8:32
Brunswick.....	4:59	12:22	1:47	3:59	6:10	8:45

Reference marks for Schedule 105: underline PM

//Meal Stop #Rest Stop f stops to receive and discharge passengers

1. In the above bus schedule, bus #110 leaves Boston at 1:40 in the morning. When does it get into Portland? _____

2. You live in Newburyport and want to get into Freeport in the evening. Which bus do you take and at what time? _____

3. Which buses make a meal stop at Portland? _____

4. You leave Danvers at 8:40 a.m. What time do you get into the town of Kennebunk? _____

5. You take the 2052 out of Boston, but have to stop over in Portland for two or th hours. Which is the next bus out you can catch for Brunswick? _____

TRAIN TRIP

Train No.	Leave Boston	Lynn	Swamp-scott	Salem	Bev-erly	Ips-wich	Prides	Gloucester	Rock-port
203	6:28	6:49	6:52	6:58	7:05	7:32	.....	.....	.....
209	7:48	.....	.....	8:14	8:19	8:41	.....	.....	.....
515	9:00	9:21	9:24	9:30	9:35	.....	9:43	10:06	10:16
521	10:30	10:51	10:54	11:00	11:05	.....	11:13	.....	.....
225	11:30	11:51	11:54	12:00	12:05	12:27	.....	.....	.....
533	1:30	1:51	1:54	2:00	2:05	.....	2:14	2:37	2:47
543	4:02	4:24	4:27	4:33	4:38	.....	4:47	5:11	5:21
245	4:20	4:42	4:45	4:51	4:56	5:18	.....	.....	.....
553	5:20	5:41	5:44	5:50	5:55	.....	6:04	6:29	6:39
259	6:32	6:53	6:56	7:02	7:07	7:29	.....	.....	.....
563	8:00	8:21	8:24	8:30	8:35	.....	8:44	9:08	9:18

Zone Fare System

Station	Zone	Station	Zone
Beverly	3	Prides	4
Gloucester	6	Rockport	6
Ipswich	5	Salem	3
Lynn	2	Swampscott	3

underlined P.M.

Zone	FARES One Way	12 Ride	Calendar Monthly
2	$1.25	$12.50	$33.00
3	1.50	15.00	39.00
4	1.75	17.50	46.00
5	2.00	20.00	52.00
6	2.25	22.50	59.00

Tackle these train trickers:

1. What time does the #515 get into Gloucester? _____
2. What's the latest train you can catch to Ipswich? _____
3. In what zone fare is Rockport? _____ Lynn? _____
4. What's the one-way fare from Boston to Beverly? _____
5. How much is a 12-ride ticket from Boston to Prides? _____
6. What's the cost of a monthly ticket from Boston to Lynn? _____
7. How many stops does the #209 make? _____ the #515? _____
8. At which station doesn't the #543 stop? _____
9. You want to get to Beverly just before 6 P.M. What train do you take? _____

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 006.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 006.16 Relate school subjects to potential careers

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES
Relate school subjects to potential careers: A. Courses 1. Academic 2. Elective 3. Vocational B. Skills 1. Communication a. verbal b. written c. reading 2. Mathematical 3. Scientific 4. Higher-Order Thinking Skills 5. Problem-Solving 6. Interpersonal 7. Leadership 8. Organization	1. Interview 5 people who work and complete the "Interview for School Subjects" Activity Sheet as directed. 2. Complete one or all of the following activities as directed in order to relate school subjects to potential careers: a) "Relating Basic Skills" b) "Basic Education Skills- They Are Important!" c) "What's This Stuff Good for, Anyway?" d) "Relationship - School, Work, and Society" e) "Career Wheels" f) "Education Skills to Job Tasks" g) "What Could I Do?"

RESOURCES:

"Interview for School Subjects" Activity Sheet
"Relating Basic Skills"
"Basic Education Skills - They Are Important!"
"What's This Stuff Good for, Anyway?"
"Relationship - School, Work, and Society"
"Career Wheels"
"Education Skills to Job Tasks"
"What Could I Do?"

INTERVIEWS ABOUT SCHOOL SUBJECTS

FOCUS: Talking with employed persons about school subjects which have been most beneficial to them in their work can help students recognize the relationship of school work to potential careers.

Instructions:

1. Students will interview five people who have jobs. They may select family members, friends, or neighbors. Interviews with teachers probably should be limited to one. The worksheet will be used to record the information.

2. The primary purpose of these interviews is to determine how school subjects relate to the work people do and to determine which subjects have been most helpful to them.

3. After the interviews, divide the students into small groups. Ask each group to combine their information by (a) listing each school subject mentioned in their interviews on a separate sheet of paper and then (b) listing under each school subject the jobs which were related to that subject.

4. Each small group can share their findings with the class.

5. The combined findings may be used to design a class poster which will show jobs associated with school subjects.

INTERVIEW FOR SUBJECTS!

Talk to five different people in your family or neighborhood and ask them what subject(s) in school was most helpful in preparing them for the job they have now.

1. Person asked: _____

   Job: _____

   Helpful Subjects: _____

   _____

2. Person asked: _____

   Job: _____

   Helpful Subjects: _____

   _____

3. Person asked: _____

   Job: _____

   Helpful Subjects: _____

   _____

4. Person asked: _____

   Job: _____

   Helpful Subjects: _____

   _____

5. Person asked: _____

   Job: _____

   Helpful Subjects: _____

   _____

Relating Basic Skills

This activity is designed to help students to see the relationship between basic subjects and career choices.

Instructions:

1. Divide class into small groups.
2. Hand out the sheet "What could I do?"
3. Go over the directions with students.
4. Instruct students to use another sheet of paper to complete the assignment.
5. Share and discuss group results.
6. Hand out "Basic Education Skills - They are Important".
7. Instruct students to have Occupational Outlook Handbooks available. If possible, have one per group.
8. Discuss results.
9. Review how school subjects can help and are related to occupational skills.

Materials needed:

"What could I do?" (one per student)
"Basic Education Skills - They are Important" (one per student)
Occupational Outlook Handbooks

What's This Stuff Good For Anyway?

Directions: On your own paper, complete each section giving uses at home, in the community, and in careers for each subject.

SUBJECT	HOME	COMMUNITY	CAREER
MATH			
ENGLISH			
SCIENCE			
HISTORY			
ART			
SPELLING			
READING			
BAND			
P. E.			

Relationship - School, Work, and Society

DIRECTIONS: Match the correct letter or letters of the following school subjects that might be helpful or required to do the jobs listed.

School Subjects:

a. Art
b. Typing
c. Mathematics
d. English
e. Spelling
f. Social Studies
g. Music
h. Science
i. Agriculture
j. Home Economics
k. Journalism
l. Speech
m. Career Exploration Courses
n. Basic Business
o. Algebra
p. Health
q. Physical Education
r. French or Spanish
s. others

JOBS:

1.	Architect	1. _____
2.	Scientist	2. _____
3.	Surveyor	3. _____
4.	Nurse	4. _____
5.	Lawyer	5. _____
6.	Writer	6. _____
7.	Musician	7. _____
8.	Secretary	8. _____
9.	Farmer	9. _____
10.	Bookkeeper	10. _____
11.	Seamstress	11. _____
12.	Prof. Dancer	12. _____
13.	Dentist	13. _____
14.	Archaelogist	14. _____
15.	Interior Decorator	15. _____
16.	Historian	16. _____
17.	Foriegn Trade Salesman	17. _____
18.	Personnel Manager	18. _____
19.	News Editor	19. _____
20.	Prof. Athlete	20. _____

CAREER WHEELS

FOCUS:

This activity is intended to help students think about how school subjects will help them get jobs.

Careers are identified which relate to school subjects offered for junior high students.

Instructions:

1. Discuss, with the class, the relationship between what is learned in school and the skills required for occupations.

2. Distribute assignment sheet.

3. Review instructions for "Career Wheels" Activity from Assignment Sheet.

4. Provide occupational information resources which mane related school subjects.

5. Display the completed wheels.

   Variations:
   - Divide class into small groups.
   - Ask each group to select a school subject.
   - Groups will research to find jobs related to the subject area they chose.
   - Groups will create a poster or mobile to display the subject.
     Examples:
     - Science - "solar system" mobile
       sun-labeled subject
       planets-labeled jobs
     - Arts - "clown" poster
       clown-labeled subject
       balloons-labeled jobs

   Display the finished product.

Materials Needed:

"Career Wheels Assignment Sheet" (one per student)
"Career Wheels" worksheet (one per student)
Guide to Occupational Exploration
Worker Trait Group Guide
Occupational Outlook Handbook
poster paper
construction paper
colored markers

CAREER WHEELS

ASSIGNMENT SHEET

BACKGROUND INFORMATION

Sometimes it is hard to understand why you are required to take some subjects in school. Students say, "Why do I have to take this?" or "Why do we have to learn this?"

One reason you need to learn as much as you can is so that you will be prepared to get a job of your choice. Most jobs require skills that are learned in school.

The CAREER WHEELS activity will help you identify jobs that use skills learned in the subjects listed on the wheels. Do not use a job title more than once even though one job may require skills from several subjects.

INSTRUCTIONS

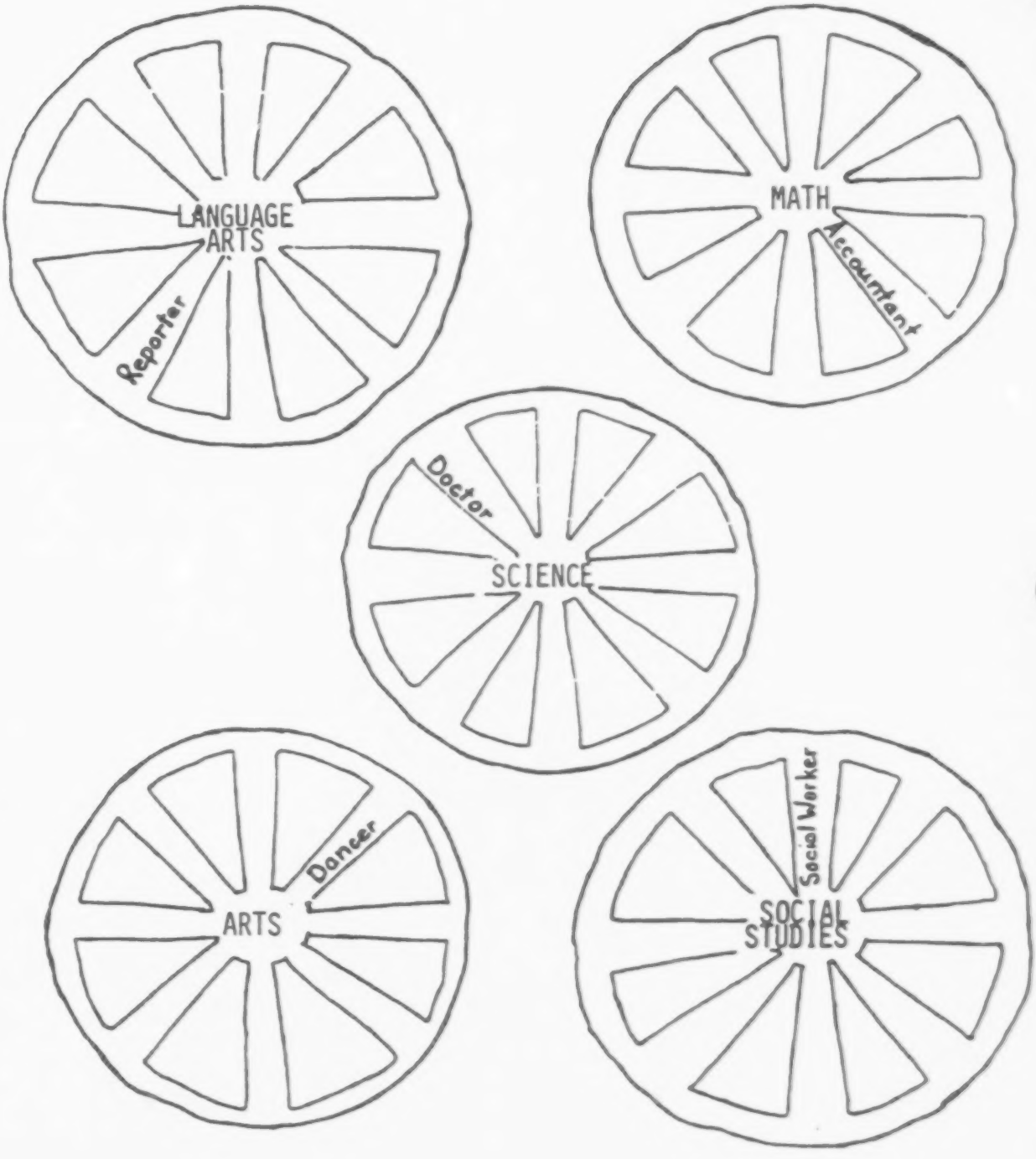
1. Select a career information resource book or kit to find the titles of jobs that match the subjects on the wheels.

2. Try to find some unusual titles. Ones that others may not know.

3. Write a job title on each spoke of all wheels.
   An example has been written for each subject.
   All job titles on a wheel require skills learned in the subject written in the center.

4. Be prepared to share the job titles with the class and explain your choices.

CAREER WHEELS



EDUCATION SKILLS TO JOB TASKS

FOCUS:

Skills such as reading, writing, and math will be used in almost everything we do.

Instructions:

1. Discuss the ways in which we use basic education skills everyday.
2. Give several examples: reading, writing
   Have students give examples.
3. Explain that we must have these basic skills to complete any job task.
4. Give examples:
   - Writing skill - fill out an application form
   - reading - following directions
5. Pass out and explain the activity "Education and Job Tasks" in which the students will match the basic skills to the job tasks.
6. Provide each student or group with scissors, paste/glue, and a sheet of plain paper.
7. Go over instructions.
8. Go over correct responses.
9. Hand out the activity "Job Tasks"
   (students are still in groups)
10. Instruct each group to give an example of job task (not a specific job) which uses the education skill listed.
    Examples would be:
    - Skill = Follow directions
      Job Task = wrap, weigh, and mail packages
    - Skill = Speak clearly
      Job Task = move through stands during a spectator event and sell programs, novelties, or food items.

Optional

Each group may need a copy of Worker Trait Group Guide.
Instruct students on use of Worker Trait Group Guide.

11. Discuss group findings.

Materials Needed:

"Education Skills to Job Tasks" (one per student)
"Job Tasks" (one per student)
Scissors
Glue, paste
Stapler
Typing paper
Worker Trait Group Guide, Winefordner, McKnight Publishing Company, Bloomington, Ill., 1978.

EDUCATION SKILLS AND JOB TASKS

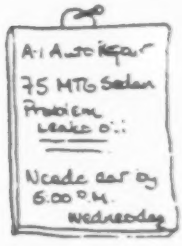
Directions: Cut apart the illustrations. On a separate sheet of paper, find the three basic education skills (from the illustrations). Then find two job tasks related to each of the education skills. Paste your answers in place.

As an example: If Read a Graph is a basic education skill, Make a Report and Write could go under that heading/skill.

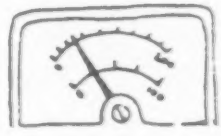
Note: Illustrations from: Use Equals to Promote the Participation of Women in Mathematics, University of California, 1983.

Make a report

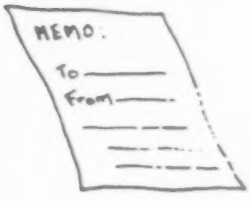
Solve problems



Read a gauge

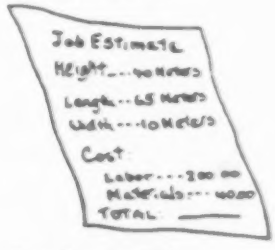


Write

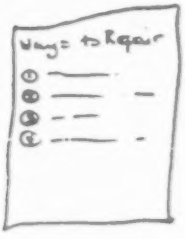


Read

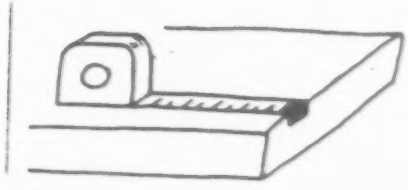
Use Numbers



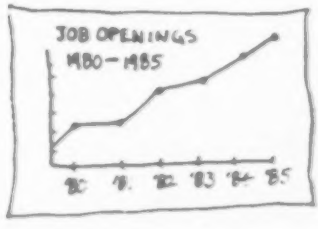
Think of ideas



Measure



Read a graph



JOB TASKS

Directions: Below you will see a list of basic educational skills. In the blank provided, write a job task that may require this skill. Note: (This exercise does not ask for specific job.)

1. Ability to deposit money and cash checks

_____

2. Understanding of time and the ability to read the clock

_____

3. Ability to measure lengths, weights, and liquid measures

_____

4. Understanding verbal instructions

_____

5. Ability to read orders or instructions

_____

6. Ability to make change

_____

7. Willingness to ask questions and to learn from the answers

_____

8. Ability to observe rules of courtesy

_____

JOB TASKS

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1. Ability to deposit money and cash checks

_____

2. Understanding of time and the ability to read the clock

_____

3. Ability to measure lengths, weights, and liquid measures

_____

4. Understanding verbal instructions

_____

5. Ability to read orders or instructions

_____

6. Ability to make change

_____

7. Willingness to ask questions and to learn from the answers

_____

8. Ability to observe rules of courtesy

_____

WHAT COULD I DO?

INSTRUCTIONS

Part I

As a class group or in small groups, brainstorm jobs which would require the skills learned in the subjects listed below. Use a sheet of notebook paper to complete the assignment.

SUBJECT	JOBS WHICH WOULD REQUIRE THE SKILLS
Earth Science	_____
Industrial Arts	_____
Typewriting/word processing	_____
Home Economics	_____
Reading	_____
Drama	_____
Chorus	_____
Language Arts	_____
Algebra	_____
Arithmetic	_____
Creative Writing	_____
Biological Science	_____
Marketing	_____
Trade and Industrial Education	_____
Computer Science	_____
Health Occupations Education	_____
Physics	_____
Economics	_____

Part II

Brainstorm subjects needed in various jobs. A few are listed below.

JOBS	SUBJECTS NEEDED
Veterinarian	
Flight attendant	
Coach	
Professional dancer	
Computer programmer	
Product designer	
Graphic artist/Cartoonist	
Commercial artist	
Disc jockey	
Salesperson	
Dental hygienist	
Payroll clerk	
Computer repairperson	
Robot repairperson	
Bio-medical technician	

Add four jobs in which you are interested and brainstrom the subjects needed.

	JOBS	SUBJECTS NEEDED
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Brainstorm some new and emerging jobs and try to determine subjects needed for these.

	JOBS	SUBJECTS NEEDED
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 006.00 The learner will study various considerations in pursuing a nontraditional career.

OBJECTIVE: 006.17 Examine nontraditional careers.

TIME: 3 hours

OUTLINE	STRATEGIES/ACTIVITIES		
Non-traditional Careers A. Stereotype B. Gender C. Handicap	P1, C3	1.	Read article "Nontraditional Careers Could 'Work' for You" on page 5 of Career Choices in North Carolina, No. 9, 1992-1993.
	C3, P	2.	Complete and apply information from article using Career Choices in North Carolina, No. 9, worksheet.
	C1	3.	Identify stereotypes and job opportunities completing She Can, He Can worksheet.
	C3, P	4.	Complete Handicaps worksheet and apply knowledge.
	C3, P	5.	Complete Working with Handicaps worksheet and participate in case studies.
	C2	6.	Discuss Equal Employment Opportunity Act.

RESOURCES:

Career Choices in North Carolina, No. 9, 1992-1993
Worksheets:
She Can, He Can
Handicaps
Working with Handicaps

BEST COPY AVAILABLE

Non Traditional Careers

Non Traditional Careers Could "Work" For You

When you dream about possible jobs, be careful not to dream in pink and blue. It could limit your options and, yes, even cost you some money.

Dreaming in pink and blue means associating certain jobs with women and other jobs with men, then seeing yourself doing only those jobs associated with your gender.

Even though job fields are opening up to both sexes, statistics indicate that men and women are still segregated as far as occupations are concerned. In North Carolina, for example, a 1989 study showed that nearly three-fourths of the workers questioned were employed in jobs that were 95 percent male or 95 percent female.

There are signs of change, however. For example, the most common undergraduate degree in North Carolina is the same for men and women - business management.

Then it dawned on her that someone had to fix those machines and computers when they break. That realization led her to electronics and to the electronics engineering technology program at Nash Community College, where she says she was the only woman in her class.

"At first the guys kept looking at me like I was in the wrong place," she says. "They sent mental messages that perhaps I should be in the cosmetology lab across the hall. Soon, though, they accepted me and I became 'one of the guys.' We all worked together, helping each other with difficult assignments."

Even today, four years after starting work for Xerox, Gregory still gets startled glances.

"I get looks all the time," she says. "Customers say 'I wasn't expecting a woman — but I think it's great.'"

There are also indications that men are entering traditionally female fields such as nursing and elementary teaching in larger numbers.

Some colleges are helping students make the move into nontraditional fields by offering scholarships and other support programs.

Called "nontraditional" or "sex equity" programs, they're making the transition possible for a variety of students.

Eddie Howell of Garner took advantage of such a program at Wake Technical Community College in Raleigh. Howell graduated from Garner Senior High School in 19[illegible] sure about his

Today, Howell has an associate degree in radiologic technology and is earning an advanced certificate in diagnostic medical sonography (ultrasound) at Pitt Community College in Greenville.

"Most of our students are women," says Susan Nobles, marketing director at Pitt. "But we are seeing more men enter the program — and other traditionally female fields — because they realize it offers a good career option."

Exploring options is essential to good decision making. And, as Howell and Gregory have discovered, keeping an open mind about career possibilities is the key to success.

So, why not follow in their footsteps? Find out what you are interested in and then consider all of your options.

You don't have a thing to lose, except a few stereotypes. And you just might fin[illegible]

Many women are entering law and medicine, while other women are realizing that sure ticket to higher income is a skilled, blue-collar job. Maintenance mechanics, machinists and other (traditionally male) blue-collar workers are in demand in North Carolina, and those with experience and exceptional skill can earn over $50,000 a year.

Kella Stone Gregory, 1984 graduate of Northern Nash High School, Rocky Mount, is one example of a female who has entered a nontraditional field for women: electronics. Today, she is the only woman in her seven-member customer service team with Xerox Corporation in Rocky Mount.

As a customer service engineer, Gregory repairs electronic circuit boards, mechanical gears and chains, and other parts hidden deep in copiers and laser printers.

"I love it," Gregory says. "I'd recommend it to anyone."

Of course, her career has not come without its challenges. Gregory was a leader at her school — a good student, a cheerleader and a softball player — but she had the same questions that face most people today: What am I going to do with my life?

Gregory was accepted at a four-year college, but unsure about her major, she opted not to attend. She considered computer programming because it was a growing field and her sister was studying programming at the time. After looking into it, however, she decided computer programming was not for her.

future. He spent several years working a variety of jobs, but he did not find a career that suited him. Then, he discovered the nontraditional career program at a local community college, and he found his niche.

Howell was encouraged to consider radiologic technology (once known as x-ray technology), a growing health field which typically employs more women than men.

career you'd have never even dreamed of — if you'd kept dreaming only in pink and blue.

Contributed by Tracy Thompson McPherson, public information office, N.C. Department of Community Colleges. Photos by Oris McCrimmon, Nash Community College and Susan Nobles, Pitt Community College.

Nontraditional Careers for Women

- Police Officer
- Scientist
- Architect
- Office Equipment Repairer
- Construction Worker
- Carpenter
- Mechanic
- Auto Body Repairer
- Greenskeeper
- Engineer
- Fireman
- Electronics Technician
- Surveyor
- Small Appliance Repair
- Plumber/Pipefitter
- Welder

Nontraditional Careers for Men

- Cosmetologist
- Elementary School Teacher
- Secretary
- Dietitian
- Kindergarten Teacher
- Registered Nurse
- Child Care Worker
- Licensed Practical Nurse
- Flight Attendant
- Stenographer
- Librarian
- Therapist
- Dental Assistant

1289

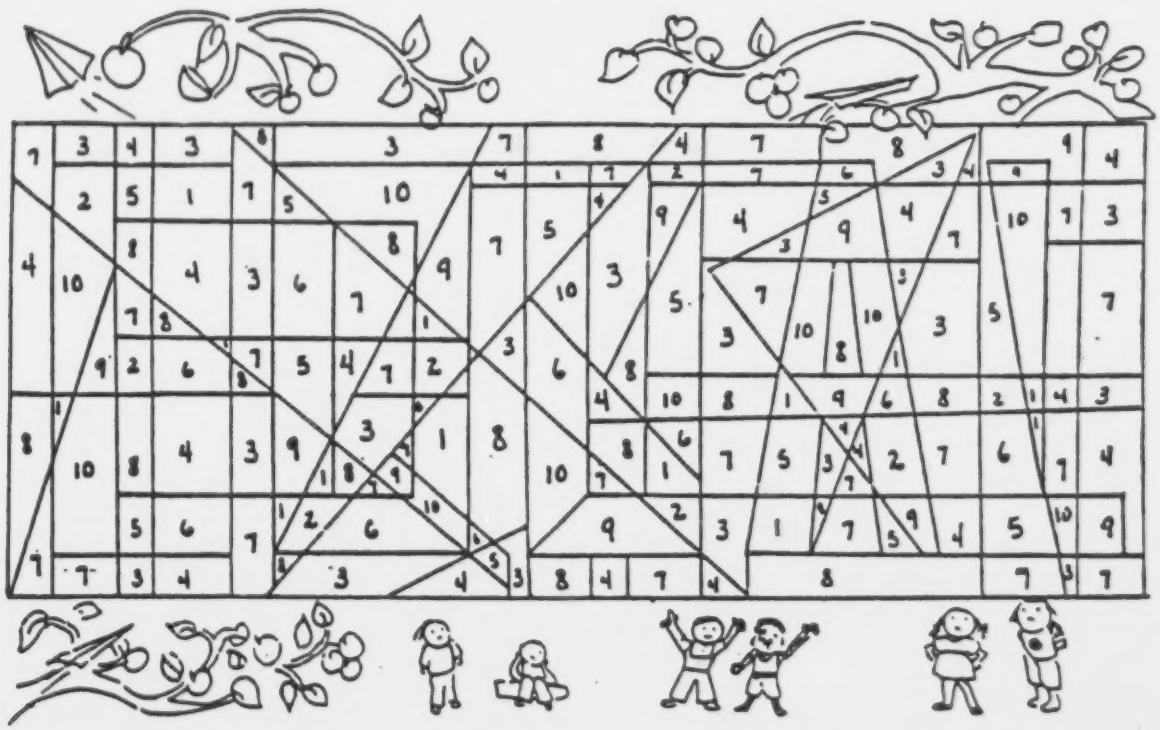
"Career Choices in North Carolina" - no. 9 - 1992 - 1993

Directions: Read the article on page 5, "Non -Traditional Careers Could Work For You", and complete the following activities. Write all work in the classwork vocabulary section of your notebook.

1. Write down each work in the article with the letters "tion" and "ic". (Ex. Exploration)
2. Write down any words which you do not understand. (Can't define or pronounce) - Ex. traditional
3. Write a paragraph explaining what the article is about. (Topic sentence, supporting sentences, and conclusion.)
4. Choose 5 of the "tion" or/and "ic" words from the article. Write a sentence for each word. Reflect each definition in your sentence.
5. Using the dictionary, define any words which you do not understand. Write the definition of the word in your notebook.
6. Write a paragraph about the article using at least five of the "tion", "ic", or words which you defined. You must use 5 words from the article in your paragraph. Your paragraph should reflect an understanding of the article and the new words.
7. Proofread your paragraph. Check for punctuation, cohesion, and spelling.
8. Trade papers with a partner. Have your partner proofread your paper and write down any suggestions for improving your article/paragraph.
9. Rewrite your paragraph to turn in as a final draft.
10. Turn in your paragraph.

SHE CAN, HE CAN

To solve the puzzle and find the hidden word, read the sentences below. If the statement is <u>true</u>, color the numbered puzzle spaces as directed.



If a girl can be a doctor, color the #1 spaces.
If a boy can be a nurse, color the #2 spaces.
If girls are smarter than boys, color the #3 spaces.
If boys are smarter than girls, color the #4 spaces.
If girls can be race car drivers, color the #5 spaces.
If boys can be cooks, color the #6 spaces.
If only girls can be dress designers, color the #7 spaces.
If only boys can be pilots, color the #8 spaces.
If girls can be what they want to be, color the #9 spaces.
If boys can be what they want to be, color the #10 spaces.

Write a newspaper article telling why you think boys and girls should have equal chances to be what they want to be.

Name _____ Date _____

Handicaps

The purpose of this activity is to help you see how a handicap can sometimes become an advantage.

Everyone has some kind of handicap. Often, we think of handicaps as keeping us from doing something. However, a handicap in doing one thing may help us do something else. This is turning a handicap into an advantage.

Sometimes, the 10 things listed below are handicaps. But at other times and in other places, they are advantages. When and where do you think each is a handicap? When and where do you think each is an advantage? **Write your answers below.**

When and where is this a handicap?	Being	When and where is this an advantage?
	7 feet tall	
	4 feet tall	
	a girl	
	a boy	
	white	
	Hispanic	
	black	
	65 years old	
	14 years old	
	not able to speak English, but able to speak Spanish	

Name _____ Date _____

Activity Working with Handicaps

The purpose of this activity is to show that everyone can set realistic goals.

There are many kinds of handicaps. Some handicaps do keep us from doing **some** jobs. But everyone **can** do some kind of work.

Read the following cases. **List some jobs the person probably cannot do. Then write some jobs the person most likely can learn to do well.**

Case 1

Tom gets along well with everyone. But, schoolwork is hard for him. He has trouble with reading, writing, and math. He has his driver's license and likes to drive. He is a careful driver.

What jobs do you think Tom **cannot do?**

_____

_____

_____

What jobs do you think Tom can **learn to do well?**

_____

_____

_____

Case 2

Betty has a speech problem. She does not like to talk with other people. Her grades in school have not been good, except in cooking class. She likes to try out new recipes in her free time.

What jobs do you think Betty **cannot do?**

_____

_____

_____

What jobs do you think Betty can **learn to do well?**

_____

_____

_____

(Continued on next page)

Case 3

Maria is deaf. She has learned to talk, but it is hard for others to understand her. She can read lips to know what others say. Her favorite class is art. She draws a lot in her free time.

What jobs do you think Maria **cannot do?**

_____

_____

_____

What jobs do you think Maria can **learn to do well?**

_____

_____

_____

Case 4

At 16, Bill is very small for his age. He weighs only 100 pounds. He has strong arms and hands. Bill does not do most schoolwork well. In his free time, he likes to ride and take care of horses.

What jobs do you think Bill **cannot do?**

_____

_____

_____

What jobs do you think Bill can **learn to do well?**

_____

_____

_____

Case 5

Carmen is paralyzed below the waist. She uses a wheelchair. Her best class is bookkeeping. She does well in math and has neat handwriting.

What jobs do you think Carmen **cannot do?**

_____

_____

_____

What jobs do you think Carmen can **learn to do well?**

_____

_____

_____

(Continued on next page)

Case 6

Don reads and writes poorly. He is big and strong but very shy. It is hard for Don to talk with people. He would rather work alone than with others.

What jobs do you think Don **cannot do?**

_____

_____

_____

What jobs do you think Don can **learn to do well?**

_____

_____

_____

Case 7

Jane has trouble with arithmetic. She is a good reader. She can read and write in German as well as she can in English.

What jobs do you think Jane **cannot do?**

_____

_____

_____

What jobs do you think Jane **can learn to do well?**

_____

_____

_____

Case 8

Sam is small for his age and has a weak back. He has never been able to play in sports. He cannot run very fast or throw a ball well. He does poorly in math, but he writes very good stories. He makes good grades in all of his English classes.

What jobs do you think Sam **cannot do?**

_____

_____

_____

What jobs do you think Sam **can learn to do well?**

_____

_____

_____

(Continued on next page)

Case 9

Carol has an artificial leg. She likes people and likes to talk. She has a nice voice. She always reads the sports page. In fact, she reads almost everything in the daily newspaper.

What jobs do you think Carol **cannot do?**

_____

_____

_____

What jobs do you think Carol can **learn to do well?**

_____

_____

_____

Case 10

Karen has an illness that most people do not know about. She cannot run or lift more than 10 pounds. Her grades in school have mostly been low. However, she does well in typing and shorthand.

What jobs do you think Karen **cannot do?**

_____

_____

_____

What jobs do you think Karen can **learn to do well?**

_____

_____

_____

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 006.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 006.18 Identify equal employment regulations.

TIME: 1 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Equal Employment requirements: A. Legal regulations 1. job application 2. job interview 3. harassment B. Discrimination 1. race 2. gender 3. handicap 4. national origin 5. religion 6. age	Invite a representative from local Employment Security Commission to speak to class about Equal Employment regulations. Have students complete the "Laws on Discrimination."

RESOURCES:

"Laws on Discrimination in Hiring"

Name _____ Date _____

Class _____ Teacher _____

LAWS ON DISCRIMINATION IN HIRING

Directions: In the box below are summaries of what is covered by four laws on discrimination in hiring. Be sure you understand the meaning of the word "discrimination" before answering the questions.

TITLE VII of the Civil Rights Act of 1964 as amended. Discrimination in employment including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment on the basis of race, color, national origin, or sex. **AGE DISCRIMINATION IN EMPLOYMENT ACT** of 1976 as amended. Discrimination on the basis of age: applies to persons forty to sixty-five years of age.	**REHABILITATION ACT AMENDMENTS** of 1973, Section 503 (Handicapped). Affirmative action required to employ and advance in employment qualified handicapped individuals (including hiring, upgrading, salaries, demotion or transfer, and selection for training). **EQUAL PAY ACT** of 1963 as amended by the Education Amendments of 1972 (Higher Education Act). Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.

NOTE: Any individual who believes he/she has been discriminated against may make a complaint to a federal compliance agency by letter, phone call, or sworn statement, depending on the means of complaint as specified in each law.

1. Suppose you were not hired for a job because you were fifty-five years old. Under which law, if any, could you complain? _____

2. Suppose you were not hired for a job because you had long hair. Under which law, if any, could you complain? _____
_____

3. Suppose you were not hired for a job because you were crippled, even though this would not have stopped you from doing the work. Under which law, if any, could you complain? _____

4. Suppose you were not hired for a job because you were a woman. Under which law, if any, could you complain? _____
_____

5. Suppose you were not hired for a job because you had not finished high school. Under which law, if any, could you complain? _____

6. Suppose you were not hired for a job because of your race. Under which law, if any, could you complain? _____
_____

7. Suppose you were not hired for a job because you said you would not wear a necktie to work. Under which law, if any, could you complain? _____

8. Suppose you were not hired for a job because you said you were under eighteen years of age. Under which law, if any, could you complain? _____

9. Suppose you were not hired for a job because you were seventy years of age. Under which law, if any, could you complain? _____
_____

LAWS ON DISCRIMINATION IN HIRING ANSWER KEY

1. Suppose you were not hired for a job because you were fifty-five years old. Under which law, if any, could you complain? Age Discrimination in Employment Act

2. Suppose you were not hired for a job because you had long hair. Under which law, if any, could you complain? none

3. Suppose you were not hired for a job because you were crippled, even though this would not have stopped you from doing the work. Under which law, if any, could you complain? Rehabiliation Act

4. Suppose you were not hired for a job because you were a woman. Under which law, if any, could you complain? Title VII (Note: Description of Equal Pay Act does not mention hiring.)

5. Suppose you were not hired for a job because you had not finished high school. Under which law, if any, could you complain? none

6. Suppose you were not hired for a job because of your race. Under which law, if any, could you complain? Title VII

7. Suppose you were not hired for a job because you said you would not wear a necktie to work. Under which law, if any, could you complain? none

8. Suppose you were not hired for a job because you said you were under eighteen years of age. Under which law, if any, could you complain? none

9. Suppose you were not hired for a job because you were seventy years of age. Under which law, if any, could you complain? none (Note: Age Discrimination Act does not apply to people over sixty-five.)

COURSE: Exploring Career Decisions **UNIT:** Career Explorations

COMPETENCY: 006.00 The learner will investigate career opportunities and simulate job tasks.

OBJECTIVE: 006.19 Identify major career opportunities within the community.

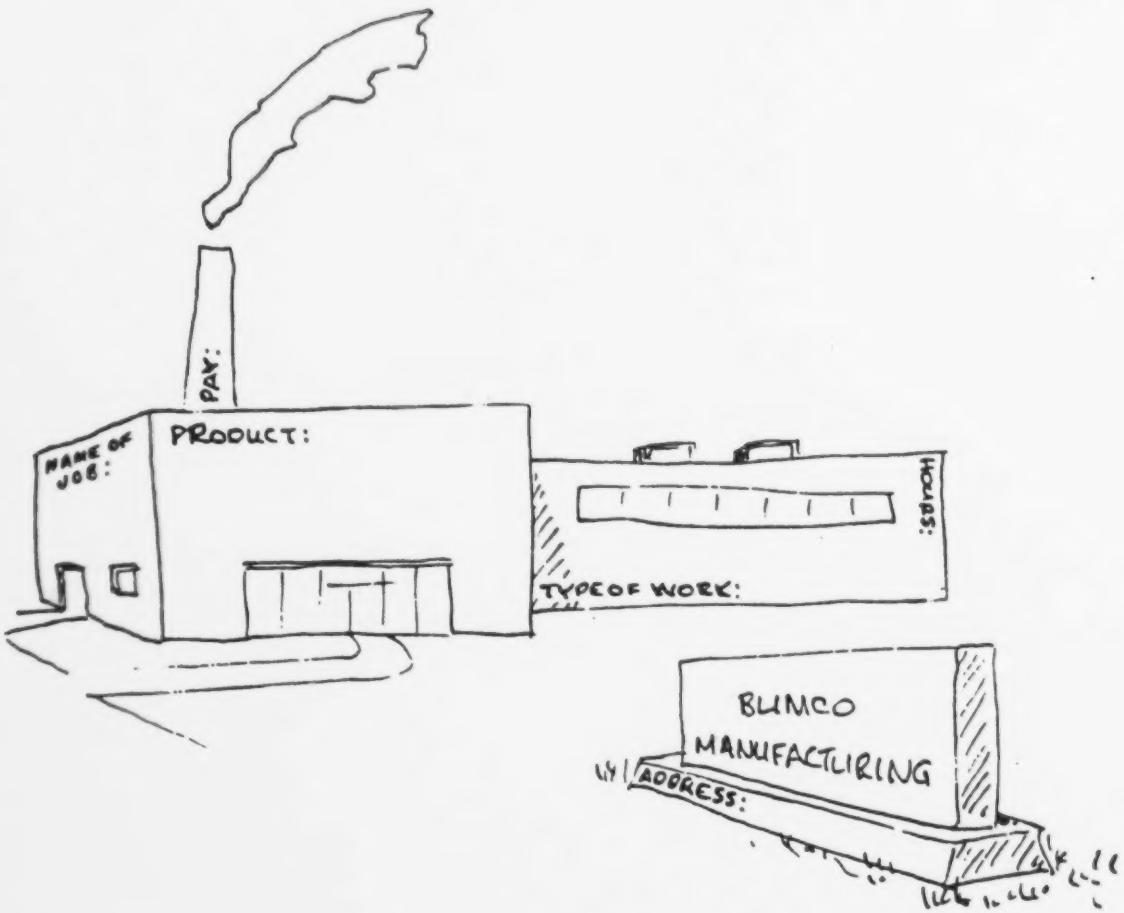
TIME: 3 hours

OUTLINE	**STRATEGIES/ACTIVITIES**
Major career opportunities within the community: A. Resources 1. Chamber of Commerce 2. Speakers 3. Career Days 4. Educational institutions 5. Local recruitment office 6. Public library 7. Employment agencies 8. Local businesses 9. Television 10. Business and Advisory Council 11. IEC coordinators B. Publications 1. Telephone directory 2. Newspapers 3. Professional magazines 4. Local businesses and industry directories C. Educational Planning	1. Interview a parent or neighbor and fill in information on the "Job Information Sheet." Share this information with the class or display it. 2. Locate family member's place of work on a large community map on board. Tell the class about the jobs. Using the Chamber of Commerce directory or other source, locate other major area jobs on the community map. 3. Invite speakers to discuss community jobs: a. Employment Security Commission b. Chamber of Commerce c. Employment agencies d. Local businesses e. Business and Advisory Council f. Military personnel g. Parent h. IEC coordinators 4. Play "Job Bingo" following all instructions given. 5. Complete the "Becoming Aware of Types of Local Businesses" or "Careers and Your Community" activity sheet.

RESOURCES:

"Job Information Sheet"
Large map of community
"Job Bingo" game sheet
"Becoming Aware of Types of Local Businesses" activity sheet
"Careers and Your Community" activity sheet

"JOB INFORMATION SHEET"



JOB BINGO

5 Major Industries

		FREE SPACE		

1. Place the names of five major industries in the community at the top of the columns.

2. From the list of industry characteristics identified in the factory job information activity, have students select five of their choice to place in the vertical columns under each industry.

3. From a "pot" of industry/characteristics strips, draw and read strips until some "wins".

4. Game may be repeated any number of times.

STUDENT ACTIVITY SHEET

ACTIVITY: Becoming Aware of Types of Local Businesses

INTRODUCTION: Can you relate what you have learned about businesses in the United States to businesses in your local area? You will find varied types of businesses exist locally as you complete this activity.

MATERIALS NEEDED:
1. Pencil
2. Telephone Book
3. Chart (Below)

INSTRUCTIONS: List the names of ten businesses in our county and for each indicate the kind of business it is and how it is organized; that is, as an individual proprietorship, a partnership, a corporation, or a cooperative. You may use the yellow pages in the telephone book as a resource.

Name of Business	Kind of Business	Type of Organization
1. Moore's Clover Farm	Grocery Store	Proprietorship
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Problem:

After paying all its expenses, the Sunnyland Co-op had enough money left over to pay a patronage refund of 3 cents of each dollar spent by its members during the year. Bill Brown had purchased $725 worth of farm supplies and new farm machinery worth $1,725.

What was the amount of Mr. Brown's refund check?_____

CAREERS AND YOUR COMMUNITY

1. NAME 2 PLACES OF BUSINESSES IN YOUR TOWN OR COMMUNITY.
   THEN NAME 2 JOBS PEOPLE DO THERE.

   1._____
   PLACE OF BUSINESS

   _____ _____
   1ST JOB NAME 2ND JOB NAME

   2._____
   PLACE OF BUSINESS

   _____ _____
   1ST JOB NAME 2ND JOB NAME

STUDY THE NEWSPAPER WANT ADS. LIST AT LEAST 10 JOBS THAT YOU FOUND AN AD FOR. LIST MORE IF YOU CAN. YOU MAY WANT TO CUT THE ADS OUT OF THE PAPER AND BRING THEM IN TO SHARE WITH THE CLASS.

TEN JOBS LISTED IN THE "HELP WANTED" ADS:

NAME A COMPANY IN YOUR TOWN OR COMMUNITY THAT MANUFACTURES (MAKES) SOMETHING. TELL WHAT PRODUCT THE COMPANY MAKES.

_____ _____
NAME OF COMPANY NAME OF PRODUCT

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 007.00 The learner will explain decision-making and demonstrate related skills.

OBJECTIVE: 007.01 Explain the steps in decision-making.

TIME: 1 hour

OUTLINE		STRATEGIES/ACTIVITIES
A. Define decision-making B. Seven-step process 1. Define your problem 2. Gather information, resources 3. List choices 4. Weigh, compare choices 5. Make a decision 6. Make a plan of action 7. Evaluate the decision	C1 1.	Define decision-making, using combinations of the following methods: a) class discussion or small group; b) a scenario depicting decision-making; c) case studies; d) film, video; e) Worksheets: (1) Rating Your Problem-Solving Skills (2) Decisions: Are They Made Because of Emotion or Logic?
	C1 2.	Have students list five decisions they have made recently.
	C1 3.	Have students tell how they made the decisions.
	C1 4.	Have class discuss decision-making styles a) automatic decisions (impulsive, made with thinking) b) default (avoided, put off, circumstances make them for you) c) reasoned (systematic, experience, the 7-step process).

C1	5.	Have class brainstorm steps in making decisions.
P2	6.	Give students strips of paper labeled with the seven steps. Have students arrange the steps in correct sequence.
C2	7.	Discuss the 7-step process.
C3	8.	Have class solve a problem using the 7-step process as a summary to the lesson.

RESOURCES:

Career Skills - Chapter 5
Exploring Career Decision-Making - Chapter 3
Your Career Adventure - Chapter 5
Working Today and Tomorrow - Chapters 4, 20
Occupational Information Guidance Curriculum Guide G 44, 45
(former C. E. program)
"Making Decisions" (booklet from The Career and Life Skills Series, by J. Michael Farr and Susan Christopherson)
Video - "How to Make Good Decisions" (by Pleasantville Media)
Objectives 2.05, 2.06 in this guide.

DECISION-MAKING

RATING YOUR PROBLEM-SOLVING SKILLS

Directions: This quiz will help you rate your problem-solving skills. Read each sentence and then circle either T (true) or F (false). Remember to be honest with yourself!

T F 1. The ability to solve problems is something you are born with; you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, I usually try my first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems involves mostly trial and error.

T F 8. When solving a problem, I usually try to think of all the ideas I can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. When I have a difficult problem to solve, I like to get other people's ideas before making a decision.

T F 11. When I have a problem, I try to find out as much as I can about the problem before trying to solve it.

T F 12. If a person stops thinking about a problem for awhile, the mind keeps on working on the problem.

T F 13. When I try to solve a problem, I am sometimes surprised at the results of the solution I chose.

T F 14. When trying to solve a problem, I try to make all my ideas as practical as possible.

T F 15. When solving a problem, I usually try to figure out what the results of my solution will be.

Answers:

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. T
10. T
11. T
12. T
13. T
14. T
15. T

DECISION-MAKING

DECISIONS: ARE THEY MADE BECAUSE OF EMOTION OR LOGIC

Directions: Most decisions are made based on emotions or feelings, and the outcome of the decision is never thought of. The following students have made decisions. Some were made based on emotions, some logic. If their decisions were made based on emotion, circle the ♡ . If the decisions were made based on logic, circle the π .

♡ π 1. Sam is buying a new pair of jeans for the football game because he does not have a pair of Jordache jeans like his friends will be wearing to the game.

♡ π 2. Pat wants to be a carpenter but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

♡ π 3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

♡ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♡ π 5. Mr. Munson gave Gene a low grade on a theme. Gene has decided not to write the next theme assignment.

♡ π 6. Alex has taken a part-time job on the weekends and has spoken with his girlfriend, encouraging her to date other boys because he will be working and he doesn't want her to sit home all weekend.

♡ π 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog's being kept inside so much. David has made arrangements for a family who has a farm to take his dog.

♡ π 8. Joan has put off doing her term notebook until the night before it is due. She has decided to talk with her teacher and admit she did not complete the assignment because of poor planning.

♡ π 9. Linda has decided to stop her Spanish class because Ms. Garcia does not allow students to chew gum.

♡ π 10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.

FOCUS: This activity is designed to show students that problem-solving is a logical method which includes identifiable steps.	DECISION-MAKING STEPS 1. Explain how each of us makes many decisions everyday. 2. Ask the students to list some of the decisions they have made. 3. Ask how they made their decisions - - haphazardly - organized method - someone told them what to do 4. Explain that there is an organized and logical way to make decisions. 5. Show the filmstrip "Decision-Making," Part I. 6. Discuss the filmstrip with the students. See p. 36, Exploring Career Decision-Making. 7. After brief discussion, show Part II, "Decision-Making." 8. Ask the students to identify the decision steps they saw in this filmstrip. 9. Discuss the value of having an organized method of solving a problem. 10. Point out that even though we have a decision-process, we may not have the best results 100% of the time. 11. Discuss the filmstrip using discussion questions on p. 40, Exploring Career Decision-Making.	Book: Exploring Career Decision-Making D. W. Winefordner, McKnight Publishing Co., Bloomington, Ill. 61701, 1976, pp. 32-40 Filmstrips: Decision-Making, Part I and Part II
FOCUS: Students need to identify decision steps so they can use these steps everyday.	DECISION-MAKING STEPS 1. Divide the class into small groups. 2. Give each group paper, scissors, and a large envelope. 3. Each group will write out examples of steps. (See Exploring Career Decision-Making, p. 41.) Teacher option: - Give each group a copy of the book or - Write the steps on the board. 4. After writing/printing the five steps, the group will cut out each word. Place the words in the envelope provided. 5. Groups will exchange envelope and identify the five decision steps by arranging the words in a way that will show the five Decision-Making Steps in proper order.	Paper and scissors for each group Copy/copies of the book, Exploring Career Decision-Making, p. 41.

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 007.00 The learner will explain decision-making and demonstrate related skills.

OBJECTIVE: 007.02 Explain the individual's responsibility for decision-making.

TIME: 1 hour

OUTLINE	STRATEGIES/ACTIVITIES
Areas of responsibility for making decisions A. Personal-consumer-citizen B. Educational C. Career D. Work-related	C1 1. Working in small groups, have students identify persons whom they consider to be good decision-makers. C3 2. Have groups give reasons why these people make good decisions. C2 3. Have groups report their findings to the class. C3 4. Have students classify group reports according to the following decision-making categories: experience, habit-automatic-routine, impulse, default, reasoning-systematic, etc. (See 007.01.) C3 5. Have students examine positive and negative sides to each style of making decisions. C3 6. Have students complete the worksheet(s) related to decision-making: a) Relative Importance of Decisions b) Decision-Making Methods c) How Much Time Do You Spend on Decisions?

C2 7. Working in small groups, have students discuss the responsibility they have for making good decisions in the following areas:
   a) personal
      1 - consumer
      2 - citizen
      3 - family, friends
   b) education
   c) career
   d) work-related situations

C2 8. Have groups summarize their findings to the class.

Other suggestions:

P1 1. Have small groups role-play the basic decision-making styles and discuss positives, negatives of each one.

C3P3 2. Have students write character sketches of people who illustrate decision-making styles such as one for Jobless Josh who lacks training to update skills; Aimless Amy who has no idea what her goals are; Organized Otto who systematically makes decisions; and or Careless Carrie who never considers how her decisions affect other people.

RESOURCES:

Working Today and Tomorrow, Chapters 4, 20
Your Career Adventure, Chapter 5
"Making Decisions" (booklet from The Career and Life Skills Series by J. Michael Farr and Susan Christopherson)
Entering the World of Work, Chapter 4
Occupational Information Guidance Curriculum Guide, G 46.

RELATIVE IMPORTANCE OF DECISIONS

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions according to how they are made may include the following:

0 Not generally perceived as being under your control; decisions made by others.

1 Automatic or routine; never think about it before deciding; habitual.

2 Occasionally think about it before deciding.

3 Think about it but don't study it or investigate it.

4 Study about it a little; think about it a little; ask others about it before deciding.

5 Study and think about it a lot; ask questions; read about it before deciding.

The following table lists 15 decisions typically faced by many people today. Read the list and consider how you would make each decision. Write the appropriate code number (0, 1, 2, 3, 4, or 5) after each decision on the list. If the decision is one that is not appropriate to you, leave it blank.

TYPICAL DECISIONS	CATEGORY
1. To get up in the morning	
2. What to eat and when	
3. To tell the truth	
4. To criticize a friend behind his back	
5. To drink alcohol	
6. To take a summer job	
7. What books to read	
8. To use drugs besides tobacco and alcohol	
9. To stop at STOP signs	
10. To drive beyond the speed limit	
11. To ride a motorcycle	
12. To go to school	
13. To believe in God	
14. Where to dispose of waste paper and wrappers	
15. What movie to see	

DECISION-MAKING METHODS

Let's look at a few methods people use to make decisions. As you read the list, try to think of people you know who use these methods.

(a) The first idea you get is usually the best! Don't worry, just do it.

(b) It's best to follow someone else's plan. After all, it worked for her. I'll do what she did.

(c) It just seems like the best thing to do. It feels right. I'll follow my instincts.

(d) Looking at all the possibilities is overwhelming. I don't know what I'll do. I'll just cross that bridge later. I'll forget it for right now.

(e) Things will work out. Leave it up to fate. Things will be what things will be.

(f) I'll develop a plan so I'll be sure to end up being satisfied. I'll have a good balance between how I feel about the decision and all of the possible choices.

After studying the list above, choose a class volunteer to write the following questions on the board. While the volunteer is writing the questions, think about your friends and other people you know very well. Think about the decisions these people make each day.

	Vote Winner
1. Which decision-making method do you think is most common	_____
2. Which decision-making method do you think is most uncommon	_____
3. Which decision-making method is easiest	_____
4. Which decision-making method do you use	_____
5. Which decision-making method do your parents use	_____

Now, as a class, vote on each decision-making method (a through f) for each of the five questions. Have the volunteer at the board write the letter of the winning decision-making method for each question. Discuss in class what action, if any, you should take to improve your decision-making skills.

Source: Your Career Adventure

HOW MUCH TIME DO YOU SPEND ON DECISIONS

We make decisions every day. Some decisions are so routine that we hardly think about them. Other decisions are more important, so we might take a long time thinking about them.

Below is a list of decisions that you probably have faced or will face during your lifetime. Rank them according to the amount of time you expect to spend on each, using this code:

1. Routine; I wouldn't spend much time thinking about this before doing it (or not doing it).

2. I'd give this decision an average amount of time and thought.

3. I'd think about this carefully. I would take plenty of time making this decision.

DECISION	Ranking
To go to work	
To gossip about someone	
What to eat	
To get married	
What time to get up in the morning	
To smoke	
To tell someone you're angry about something	
To change jobs	
What kind of car to buy	
To ask someone for a date	
What to spend your money on	
What clothes to wear	
What to do after high school	
Which movie to see	
To go to school	
Which school to go to after high school	

If you look back at how you ranked your decisions, you'll probably notice that some very important decisions are surprisingly easy to make and don't take much time at all. The decision to go to work, for example, is certainly an important one. Yet working people make this decision every day without even thinking about it as a decision at all.

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 007.00 The learner will explain decision-making and demonstrate related skills.

OBJECTIVE: 007.03 Demonstrate the decision-making process.

TIME: 2 hours

OUTLINE	STRATEGIES/ACTIVITIES		
Experience making decisions related to ethical situations, high school planning, work-related situations.	C3	1.	Have students review the basic styles used to make decisions.
	C1	2.	Have students list five decisions they have made.
	C2	3.	Have students discuss when and why each style for making decisions would be appropriate to use.
		4.	Give students five scenarios - case studies pertaining to making decisions. (Use worksheets: Predicting Outcomes and Checkpoint.)
	C1	5.	Have students identify the decision-making style they would use in each situation and explain why.
	C3	6.	Review the 7-step decision-making process. (Refer to the 7-Step Process Chart.)
	C3P3	7.	Working in small groups or individually, have students practice making decisions using the 7-step process listed on the Decision-Making Worksheet in each of the following areas: ethical situations, high school planning, work-related situations.
	C3	8.	Have students complete the "Decisions, Decisions" worksheet.

RESOURCES:

Occupational Information Guidance Curriculum Guide, G 5-6, G 47-52
Your Career Adventure, Chapter 5
Career Skills, Chapter 5
Working Today and Tomorrow, Chapters 4, 20
Worksheets:
- Predicting Outcomes
- Checkpoint
- The 7-Step Process Chart
- Decision-Making Worksheet
- Decisions, Decisions

Objectives 2.05, 2.06

PREDICTING OUTCOMES

One of the elements of the decision-making process is looking ahead "to see what might happen if I do this." It is important to think about possible consequences of each alternative action and their probabilities. This means predicting.

Sometimes it is possible to gather information to help you predict. Sometimes you must predict with only what you already know. Most people need training and practice in learning to make accurate predictions.

The better you are able to predict the possible outcomes, the more likely you are to choose actions with outcomes that will please you.

Try your skill at predicting outcomes in the following table.

First, read each action. Then, write your prediction of the outcome beside the action.

What would happen if:

ACTION	OUTCOME
1. You did not go to college	
2. You never got married	
3. You joined the military service	
4. You worked in a factory	
5. You lived in a commune	
6. You ran away from home	
7. You lived on welfare	
8. You got married tomorrow	
9. You dropped out of high school	
10. You became a professional entertainer	

THE 7-STEP PROCESS CHART

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5, 6, 7

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How did you make your predictions? What data did you use?

What did you learn about yourself?

Would your parents or a friend or a counselor predict the same for you?

Would you predict different outcomes for five years from now?

Ten years? Twenty years? Why?

What other information would you like to have?

Now list five possible actions that you might take and predict an outcome for each. List some actions you have considered, some your parents or counselors have suggested, and some you would never consider. Predicting a wide variety of possibilities will help you learn more about yourself.

What Would Happen If

ACTION	OUTCOME
1.	
2.	
3.	
4.	
5.	

CHECKPOINT

1. Four mistakes commonly made in collecting and using information were discussed. Can you list them in your own words?	3. How does a good decision increase the probability of a favorable outcome?
2. Why does the same information have different significance for individuals who are making similar decisions?	4. How does someone go about predicting what is likely to happen when he makes a decision?

Attachment (for teacher use only):

EXAMPLE

STEP 1 Problem	STEP 2 Information	STEP 3 Alternatives	STEP 4 Consequences	STEP 5 Choice
What to do after high school	1 - Parents 2 - Counselors 3 - Peers 4 - Brothers/ sisters 5 - Military personnel	A - Job B - Military C - College D - Vocational school/ training E - Travel	A - Job 1.Low pay (no experience) 2.Money 3.Could leave home B - Military 1.Move 2.Physical conditioning 3.May be called for combat C - College 1.Peers 2.Cost 3.Homework D - Vocational 1.Training for better job 2.Peers 3.Close to home E - Travel 1.Expensive 2.New experiences 3.Unsafe overseas	

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DECISION-MAKING WORKSHEET

The Career-Planning Process

Directions: Using the seven steps to decision-making, fill in the spaces with responses that apply to your situation.

1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW: _____ _____		
2. GATHER INFORMATION Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below. _____ _____ _____ _____ _____ _____	3. IDENTIFY ALTERNATIVES List all the options your feel suit you at this time. _____ _____ _____ _____ _____ _____	4. WEIGH THE EVIDENCE List all the pros and cons to the options listed at left. What makes these options attractive at this time? _____ _____ _____ _____ _____ _____
5. CHOOSE AMONG ALTERNATIVES After careful consideration of the pros and cons, which options at this time appear to be the most possible? _____ _____ _____ _____ _____ _____	6. TAKE ACTION What are you going to do about it? List what you can do to prepare yourself for the alternatives selected. _____ _____ _____ _____ _____ _____	7. REVIEW AND EVALUATE Did you consider all the important factors What is your alternative plan? _____ _____ _____ _____ _____ _____

FROM: Career Choices User's Guide, 1992-93.
NC SOICC

DECISIONS, DECISIONS

Directions: Decision-making is an important part of everyday life. Some problems require more thought and time to reach a decision. Read the situation described below, and use the decision-making process to decide how the problem could be solved.

The football season starts this weekend and Tom is excited about this year's first game. He has been counting the days until Friday night and has already purchased his ticket. His school team is playing their long-time rival from a school in a nearby city. It should be the best game of the season! Fred called and invited Tom to go with him. Tom immediately agreed.

On the Thursday night before the game, Tom's parents receive a telephone call from friends who are visiting in a city 40 miles away. Tom's parents have not seen these friends in years because they live in a distant state. Friday night is the only time Tom's parents can drive to see their friends.

Tom's parents have asked him to stay home and babysit his younger brother. They realize Tom is planning to go to the game but feel that he will have the opportunity to attend many more games this year. It may be years before Tom's parents will have another chance to visit their friends. Tom's parents will let him have input into the decision. What should Tom do?

1. What is the problem Tom is faced with? _____

_____

_____

2. What goals and values should Tom apply to this situation? _____

_____

3. Using the five steps in the decision-making process, help Tom solve the problem. Give specific examples.

Identify the decision to be made: _____

_____

Identify alternatives: _____

_____

_____

_____

Choose the best alternative: _____

_____

Take action: _____

_____

Evaluate the results: _____

_____

4. What do you feel is the best solution to the problem?

_____

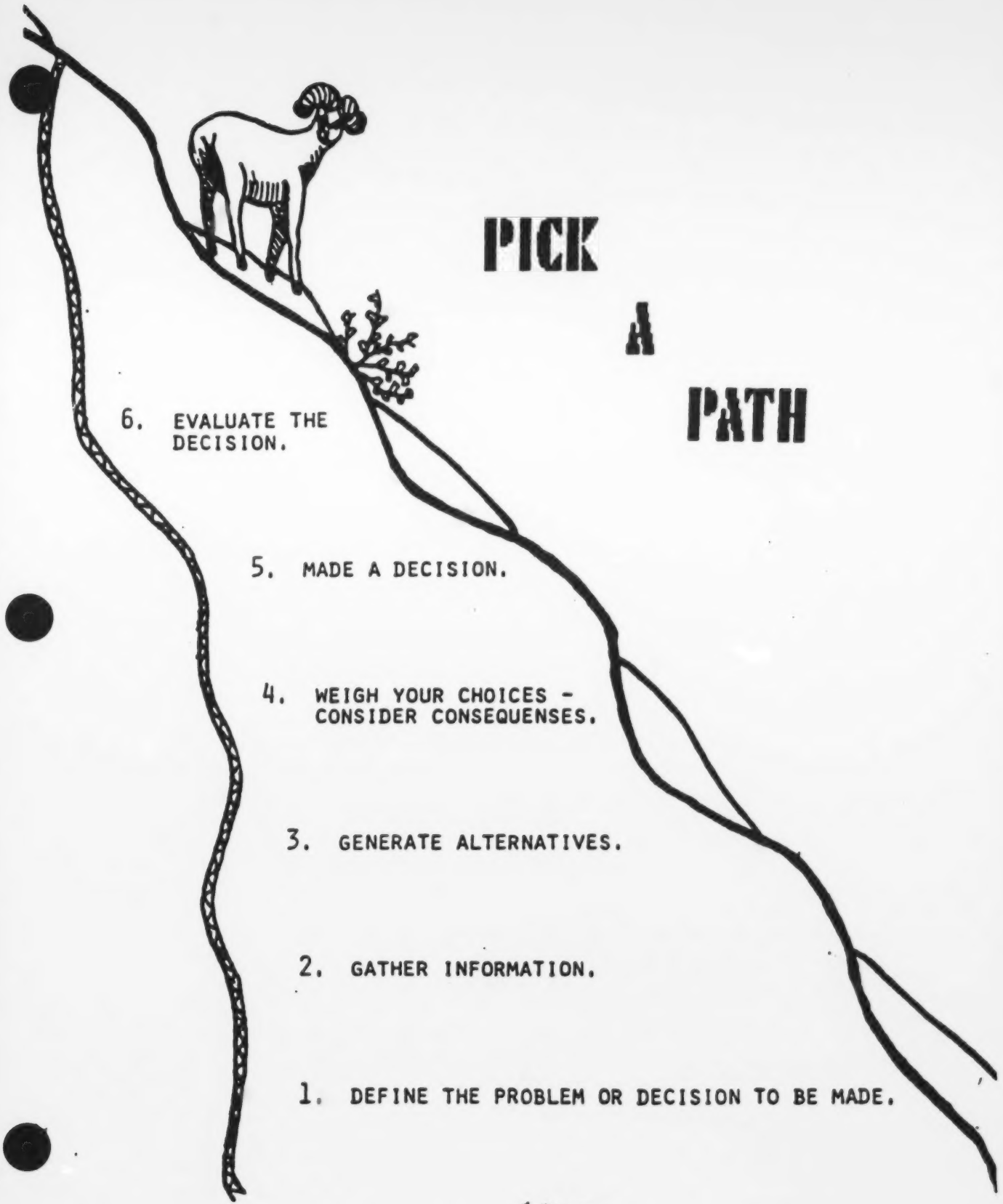
_____

_____

5. What values influenced your decision? _____

_____

_____



PICK A PATH

6. EVALUATE THE DECISION.

5. MADE A DECISION.

4. WEIGH YOUR CHOICES - CONSIDER CONSEQUENSES.

3. GENERATE ALTERNATIVES.

2. GATHER INFORMATION.

1. DEFINE THE PROBLEM OR DECISION TO BE MADE.

SITUATIONS FOR PICK A PATH

A

The biggest school dance of the year is two weeks away. You know someone you want to be with, but you have never asked anyone to a dance. What will you do?

B

Sally has been having problems with her voice after every ball game. Her doctor has told her to give up cheering. She loves the attention cheering has brought her, but is really worried about what will happen to her voice. What should she do?

C

Sharon was just hired in the record shop. She really needed the money. Her employer stressed over and over the importance of stopping shoplifters. The second week of her job she sees Luci, the head cheerleader, stealing a record. Does she tell the store owner and tattle on one of the most popular people at school?

D

It's poster contest time. You have an idea that is so special; it's a sure winner. Your friends always make fun of people who win "those silly school contests." Do you make <u>your</u> poster or just do something simple like everybody else?

E

Jamie has just gotten her license; she is taking Jill for a ride. The girls are so busy talking that Jamie doesn't see a lady step off the curb to cross the street. When the police arrive, Jamie tells them another car forced her to swerve her car. Jamie is charged with reckless driving, Jill will have to testify. Does she tell the truth? She is the <u>only</u> witness.

F

It's Saturday night. All your friends are meeting at the Mall for a surprise birthday party for your best friend, but it's also your weekend to be with your dad and he has planned to take you to a really nice restaurant. What do you do?

Situations for Pick A Path con't

G

You must do well on this next social studies test in order to have a passing grade on your report card, but it's also the day of the Homecoming game. Do you go home and study or stay for the game and party afterwards?

H

You are cutting class. There's a substitute teacher so you feel sure you'll never be caught. Suddenly, you hear a scuffle about 15 feet away. Another student has been beaten up. Nobody knows you saw anything. Do you help the friend and describe the "muggers" to the principal or do you just leave him and go home?

I

Susan saved $15 from her last two babysitting jobs to buy her sister's birthday gift. While she's shopping, she sees the blouse she has been wanting is on sale for $13.98. What should she buy?

J

Karen has decided she wants to teach the kindergarten class in her church next year and she knows she'll have to work to be prepared each Sunday. All her friends are going out for cheerleader. "It sure would be nice to be a cheerleader," she thinks. But she knows she doesn't have time for both. What should she do?

PICK A P[illegible] REPORT FORM

DEFINE PROBLEM	GATHER INFORMATION		LIST ALTERNATIVES	LIST CONSEQUENCES	YOUR CHOICE
	*about yourself	*about those who will be affected			

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CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
FOCUS: As high school graduation and college entrance requirements increase and the skills needed in the labor force continually change, it is critical for young people to design education plans several years in advance. These are tentative plans and can be revised as needed. The important lesson is the process used to design plans for the future.	HIGH SCHOOL PLAN 1. Arrange a class visit by high school counselors to discuss course offerings and graduation requirements. 2. Review with students materials which are relevant to planning high school courses 3. Review self-appraisal information with individual students. 4. Ask students to complete a work-copy of course selections, grade 9-12, following directions on the Assignment Sheet #____. 5. Check the work-copy for realistic course selections and correctness of choices. 6. Ask students to record course selections and other specified information on a high school plan form. 7. Arrange to have a copy of the plan form sent to the high school counselors. NOTE: The high school plan form ipcluded with this guide is an example. Each school system may need to revise it to meet local needs.	Guidance Counselors and Vocational Counselors Course offering descriptions for local high school with special attention to vocational offerings. Graduation requirements. Work-copy of "_____ Schools Student High School Plan", for each student. Final copy of "_____ Schools Student High School Plan", for each student. NCR paper - 3 layers

BEST COPY AVAILABLE

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
FOCUS: This activity will identify the decision steps.	CAREER DECISION-MAKING SIMULATION 1. Review the decision-making steps. 2. Divide the class into groups of 3 to 5 persons (uneven preferable). 3. Provide each student with a Work Values Definition Sheet 4. Allow time for completion of this activity (group activity). 5. Provide each student with a Work Value Crossword Puzzle (working as a group). 6. Allow time for completion. 7. Provide each group an Activity Sheet. 8. Display Job Titles Job A = Clean-Rice Person Job B = Rhinologist Job C = Program - Transmission Supervisor Job D = Telecine Operator * Display on blackboard or poster board. 9. Explain the directions for completion of the Activity Sheet. 10. Instruct each group to discuss the decision-making process they used.	List of Job Titles to be considered (place on blackboard/ poster board) Work Values Definition Sheet (one per student) Crossword Puzzle (one per student) Group Activity Sheet (one per group) Slips of paper with job information (one of each per group)

DECISION-MAKING SIMULATION

Work Values Definitions

Below appear the definitions of some values associated with choosing a job. Please read each of these definitions carefully, then place a check (x) next to the five (5) values which are most important to your group in choosing a job. You may feel that more than five, or even all ten values are important. However, you must decide on the five most important to you.

_____ 1. HIGH INCOME: Some income (enough for survival) is essential for everyone. Beyond that, how important to you are the extras? People have different ideas about how much income is "high." Therefore, high income is not defined here as a specific amount. It means more than enough to live on. It means money to use as you wish after you have paid your basic living expenses. You can buy luxuries and travel "first class."

_____ 2. PRESTIGE: If people respect you, look up to you, listen to your opinions, or seek your help in community affairs, you are a person with prestige. Of course, prestige can be gained in several ways. In present-day America, occupation is usually the key to prestige. Rightly or wrongly, we respect some occupations more than others.

_____ 3. INDEPENDENCE: Some occupations give you more freedom than others to make your own decisions, to do work without supervision or direction from others. At one extreme, might be talented free-lance artists or writers who may without supervision. At the other extreme, might be military service or some big business organizations with chains of command which severely limit the decisions that each person can make.

_____ 4. HELPING OTHERS: Most people are willing to help others, and show it everday outside of their work. They put themselves out to do favors, make gifts, donate to charities, and so on. This does not count here. The question is, "Do you want HELPING OTHERS to be a main part of your occupation?" To what extent do you want to devote your life work directly to helping people improve their health, education, or welfare?

_____ 5. SECURITY: In most secure occupations, you will be free from fear of losing your job and income. You will have tenure--that is, you cannot be fired very easily. Employment will tend to remain high in spite of recessions, and there will be no seasonal up and downs. Your income will usually remain stable and predictable; it will not vanish with hard times. Your occupation is not likely to be wiped out by automation or other technological changes.

Decision-Making Simulation con't
Work Values Definitions

_____ 6. VARIETY: Occupations with the greatest variety offer many different kinds of activities and problems, frequent changes in location, new people to meet. Variety is the opposite of routine, predictability, or repetition. If you value Variety high, you probably like novelty and surprise, and enjoy facing new problems, events, places, and people.

_____ 7. LEADERSHIP: Do you want to guide others, tell them what to do, be responsible for their performance? People who weight Leadership high usually want power to control events. They want to influence people to work together efficiently. If they are mature, they know that responsibility goes with leadership. They are willing to accept the blame when things go wrong even though they were not at fault.

_____ 8. WORK IN YOUR MAIN FIELD OF INTEREST: Some people have one main field of interest (Scientific, Mechanical, Administrative, Personal Service, or Artistic); others are interested in two or more of these fields. Some insist that their service must be in one of their major fields of interest, others are willing to work in a field that is less interesting; they feel they can satisfy their main interest in their spare time.

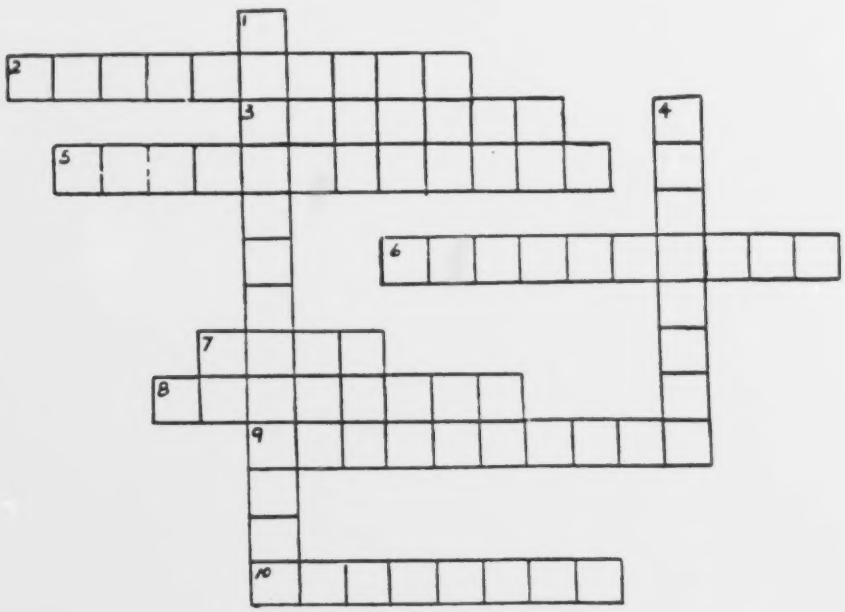
_____ 9. LEISURE: How important is the amount of time your occupation will allow you to spend away from work? Leisure may include short hours, long vacations, or the chance to choose your own time off. To give a high weight to leisure is like saying "The satisfactions I get off the job are so important to me that work must not interfere with them."

_____10. EARLY ENTRY: How important is it to you to enter an occupation soon? You can enter some occupations with very little education or training. Other occupations require years of expensive ecuation before you can enter. Do you want to avoid the time and cost of higher education? If it is important to you to enter an occupation SOON, check EARLY ENTRY, but if you are willing to take a lot of education and delay entering an occupation, do you check it.

From Katz, M. System of Interactive Guidance and Information (SIGI).

WORK VALUES CROSSWORD PUZZLE

Directions: Fill the spaces with the word or words which are defined by the statement below the puzzle. The correct work or words are work values used on the WORK VALUES DEFINITIONS sheet.



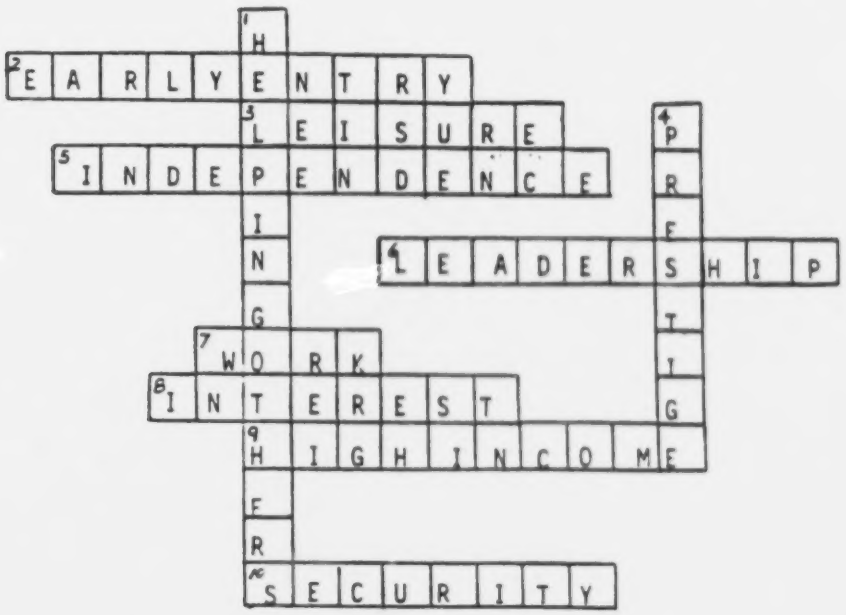
Across

2. Occupation with little time spent on education after high school
3. Time for many activities away from work
5. Freedom to work without a lot of direction from others
6. Guide others; be responsible for their performance
7. Values that are associated with choosing a job
8. Insist that the occupation be in the field you enjoy most
9. Earn more money than enough to live on
10. Free from fear of losing your job or being replaced by machines

Down

1. Devote your life to work for others
4. Want others to look up to you and listen to your opinion

WORK VALUES CROSSWORD PUZZLE ANSWER KEY



Across

2 Occupation with little time spent on education after high school
3 Time for many activities away from work
5 Freedom to work without alot of direction from others.
6 Guide others; be responsible for their performance
7 Values that are associated with choosing a job
8 Insist that the occupation be in the field you enjoy most
9 Earn more money than enough to live on
10 Free from fear of losing your job or being replaced by machines

Down

1 Devote your life to work for others
4 Want others to look up to you and listen to your opinion

CAREER DECISION-MAKING SIMULATION
Activity Sheet

Group Directions:

1. Choose one person to record the group's answers to questions.
2. Choose one person to report the group's answers to the class.

DECISION-MAKING PROCESS

Analyze the Situation: Which of the possible jobs would be the best one for your group?

Job A. Clean-Rice Person
Job B. Program-Transmission Supervisor
Job B. Rhinilogist
Job D. Telecine Operator

Gather Information:

Each group will choose four kinds of information.
Choose 4 from the alternatives listed below.

1. Job description of Clean-Rice Person - Job A
2. Job description for Rhinologist - Job B
3. Job description for Program-Transmition Supervisor - Job C
4. Job description for Telecine Operator - Job D
5. Income for all occupations
6. Prestige for all occupations
7. Independence for all occupations
8. Helping Others for all occupations
9. Security for all occupations
10. Variety for all occupations
11. Leadership for all occupations
12. Interest for all occupations
13. Leisure for all occupations
14. Education Level for all occupations
15. Employment Outlook for all occupations

Alternatives and Consequences:

Review the information carefully. (Keep in mind the Work Values which were important to your group.)

Additional Information:

The group may request two more pieces of information.

Job Decision: _____

Career Decision-Making Simulation con't
Activity Sheet

Process:

a. What four (4) kinds of information did your group request?

_____ _____

_____ _____

b. What were some questions you could not answer with this information?

_____

_____

c. What reasons did your group have for choosing the particular job you chose? (answer on back of sheet)

JOB DESCRIPTION

JOB A. CLEAN-RICE PERSON

Coordinates rice buying and mailling operations with demand and sells clean (milled) rice on domestic and foreign markets: contacts prospective purchasers, sends or displays samples of grades and varieties of rice offered for sale, state selling price, and sales. Finds out from orders, quantity and varieties of rice required, and notifies buyers purchasing rice from growers. Prepare instructions for operating personnel of amount of rice to be milled and order and method of milling. Supervises workers keeping records and preparing contracts and shipping data.

JOB DESCRIPTION

JOB B. RHINOLOGIST

Diagnoses and treats diseases of the nose. Examines affected organs using usch equipment as prisims, nasoscopes, microscopes, x-ray machines, and fluroscopes. Determines nature and extend of disorder, and prescribes and administers medication or surgery, as necessary.

JOB DESCRIPTION

JOB C. PROGRAM-TRANSMISSION SUPERVISOR

Compiles records of radio and television programs transmitted over network: prepares permanent record of time, type, name, date, and coverage of all broadcasts going over expiration date of contract, and network hookup on cards and inserts them on traffic board in spaces assigned to day of week, time of day, and stations in network. Sends information concerning broadcast hookup requirements to telephone company. May arrange for leasing of wire facilities from communication companies.

JOB DESCRIPTION

JOB D. TELECINE OPERATOR

Controls equipment, such as tape recording and playback units, film projectors, and slide projectors, in television broadcasting studio, synchronizing equipment with program content and activities of other technical personnel to maintain prescribed professional programming standards. Threads film or tape through equipment and inserts slides in slide projector. Installs, adjusts, and repairs equipment to facilitate uninterrupted service during broadcast.

INCOME (Based on 1974 data)

Job A. Very variable. Range: $9,500-$50,000.
Average: $10,500-$15,000.

JOB B. Very variable. Starting Range: $11,200-$15,000 (during residency)
Average: $50,00 However, earning can be in the $100,000 range and higher.

JOB C. Range: $5,200-$10,000.
Average: $7,800
Varies depending on location. May be higher in major broadcast cities.

JOB D. Range: Beginners $5,200-$8,500
Experienced: $7,000-$17,000
Salaries somewhat union controlled. Salaries lower for non-commercial stations.

PRESTIGE

Job A. High within his chosen field. Average within general population.

JOB B. High

JOB C. Low within field. Outsiders may be impressed with title.

JOB D. Average

INDEPENDENCE

JOB A. Low to Average

JOB B. High after becoming established

JOB C. Low

JOB D. Low

HELPING OTHERS

JOB A. Average

JOB B. High

JOB C. Low

JOB D. Low

SECURITY

JOB A. Average because of few people in the field. However, could become low.

JOB B. High, as long as competence is maintained.

JOB C. Increases with seniority.

JOB D. Increases with seniority.

VARIETY

JOB A. Average

JOB B. Low

JOB C. Very Low

JOB D. Very Low in terms of duties, but could be high in terms of shows on which he works.

LEADERSHIP

JOB A. Could range Low to High depending on for whom one is working and orporate structure.

JOB B. Could range from Low to High depending on his position within hospital structure.

JOB C. Low

JOB D. Low to Average, dependent on experience.

FIELD OF INTEREST

JOB A. Administrative. Oversees and coordinates work of others.

JOB B. Scientific/Medical.

JOB C. Administrative. Oversees and coordinates work of others.

JOB D. Technological. Works with THINGS (such as machines).

LEISURE

JOB A. Heavy travel at times cuts into leisure activities.

JOB B. Very little, especially in early years of practice. Usually works more than 50 hours per week.

JOB C. High

JOB D. Generally High.

ENTRANCE REQUIREMENTS

JOB A. Four years of college.

JOB B. Fours years of college, four years of medical school, plus an internship and residency.

JOB C. High school education.

JOB D. Two years of college or technical school.

OUTLOOK

JOB A. Moderate increases in employment expected through the 1980's.

JOB B. Excellent, but competition for entrance into medical school is fierce.

JOB C. No major increases in number of positions. Generally, turnover in field keeps job open.

JOB D. Number of openings will increase slowly through the 1980's.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
FOCUS: Students need to be able to use the problem-solving method throughout their lives.	DECISION-MAKING 1. Give each student a copy of the "Decision-Making Strategy Sheet." 2. Using the overhead projector, identify the five decision steps. - Problem - Information - Alternatives - Consequences - Choice 3. Ask the students to correctly identify the steps on their handout. 4. Give an example of how to use the decision steps (see attachment). 5. Allow students time to try decision steps on their paper as you discuss each step. 6. Finally, give an example on the overhead projector. 7. After explaining decision steps, allow students time to go through steps with problems they suggest.	Overhead Projector Pens Handouts Decision Strategy Sheets

Attachment: (For teacher use only)

STEP I Problem	STEP II Information	STEP III Alternatives	STEP IV Consequences	STEP V Choice
1. What to do after high school?	1. Parents 2. Counselors 3. Peers 4. Brothers/Sisters 5. Military Personnel	A. Job B. Military C. College D. Vocational School/ Training E. Travel	A. Job 1. Low pay (no experience) 2. Money 3. Could leave home B. Military 1. Move 2. Physical conditioning 3. May be callef for combat C. College 1. Peers 2. Cost 3. Homework D. Vocational 1. Training for better job 2. Peers 3. Close to home D. Travel 1. Expensive 2. New experiences 3. Unsafe overseas	

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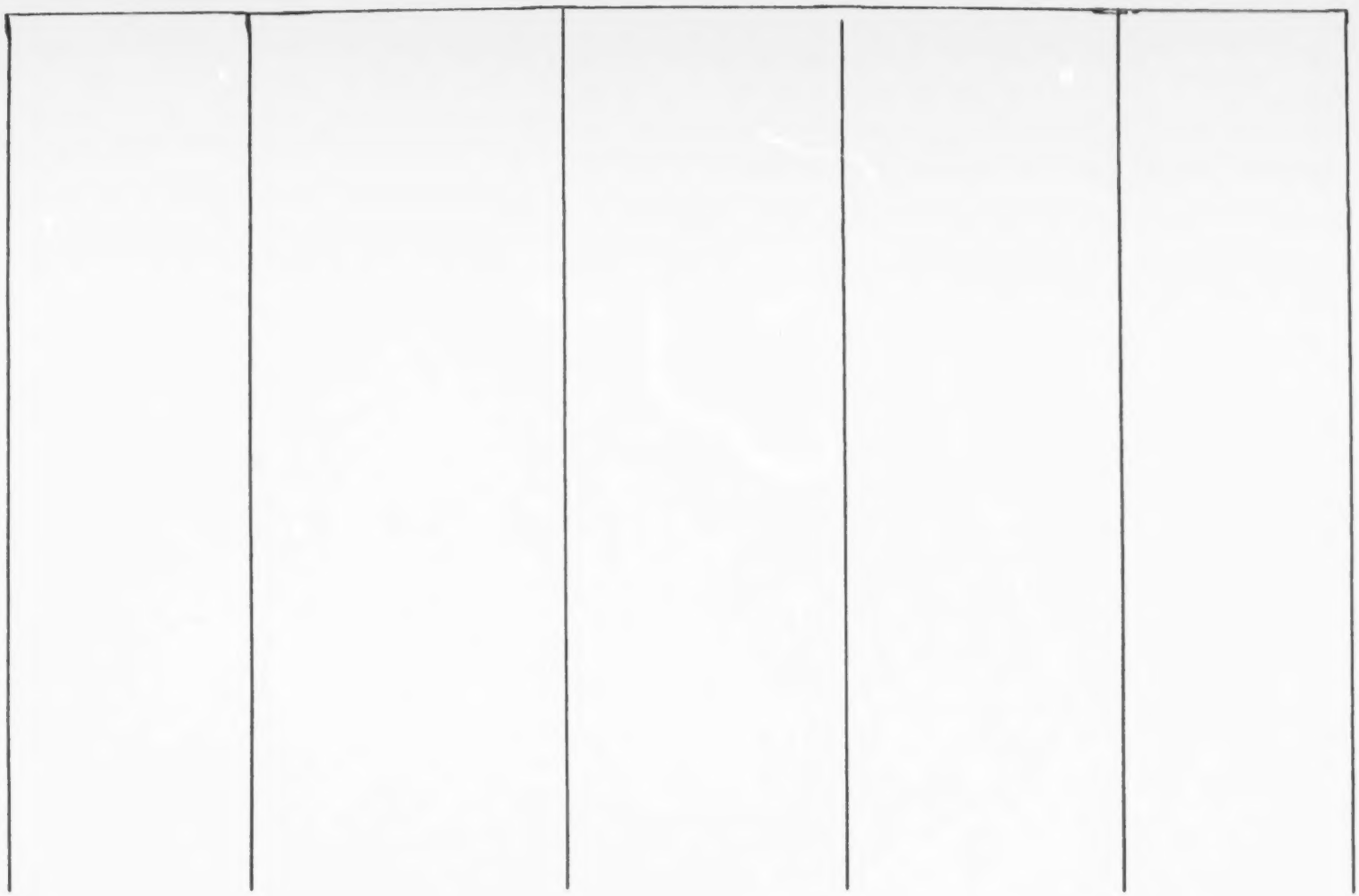

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CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
FOCUS: The purpose of this activity is to emphasize that persons are accountable for their decisions, and thus the consequences of these decisions.	RESPONSIBILITY 1. Review the decision steps. 2. Explain what consequences are as they relate to Step IV (Evaluate the Alternatives and Make Decision). 3. Discuss who will be most affected by the consequences of one's decision. 4. Give some examples of how consequences can affect our lives - - Going to college - Misbehavior - Doing one's best in school - etc. 5. Ask who is responsible for decisions. 6. Place some examples on the board and ask students to identify consequences. 7. Explain that decisions/consequences affect one's life/happiness.	Exploring Career Decision-Making, Winefordner, McKnight Publishing Co., Bloomington, Ill, 1978.

DEAR REDDY ROVER

Reddy Rover is an unusual Irish Setter. He gives advice to doggies with problems. He's looking for an assistant. Can you help?

Using the decision-making process, help Reddy Rover complete his advice column for today.

1. Choose one of the doggies to help.

2. Your pooch needs help with solving a problem. Present the problem and ask Reddy Rover to help.

3. Exchange papers and ask another of Reddy's assistants to help your pooch.

   a. Dear Reddy Rover,

      I'm locked up all day long in a fence. I need some space. How can I get my owner to let me out?

      Locked up in Attica

   b. Dear Reddy Rover,

      I know you won't believe this, but I <u>love</u> chocolate. How can I acquire some?

      Chocoholic in Cleveland

   c. Dearest R. R.,

      I need companionship. How can I meet other intellectual and upward mobile puppies?

      Yuppie in L. A.

   d. Dear Reddy,

      I have a terrible problem. I keep tripping over my tail. All the other dogs in my neighborhood laugh at me. Please help me with this <u>terrible</u>, <u>terrible</u> problem.

      Embarrassed in Paris

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
FOCUS: This activity gives a creative approach to decision-making.	DECISION-MAKING 1. Review the five steps of the decision-making process. 2. Bring in a copy of "Dear Abby" and read some situations to the class. 3. Instruct the students that there is a position available on an advice column. 4. Hand out copies of "Dear Reddy Rover." 5. Instruct the students to help Reddy solve some of the problems on this page. 6. Go over the directions with the students. 7. Discuss some of the students' solutions. 8. Identify the steps they used in their groups.	Review Decision Steps Copies of "Reddy Rover" Handouts

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 007.00 The learner will explain decision-making and demonstrate related skills.

OBJECTIVE: 007.04 Relate labor market trends to personal, educational, and career goals.

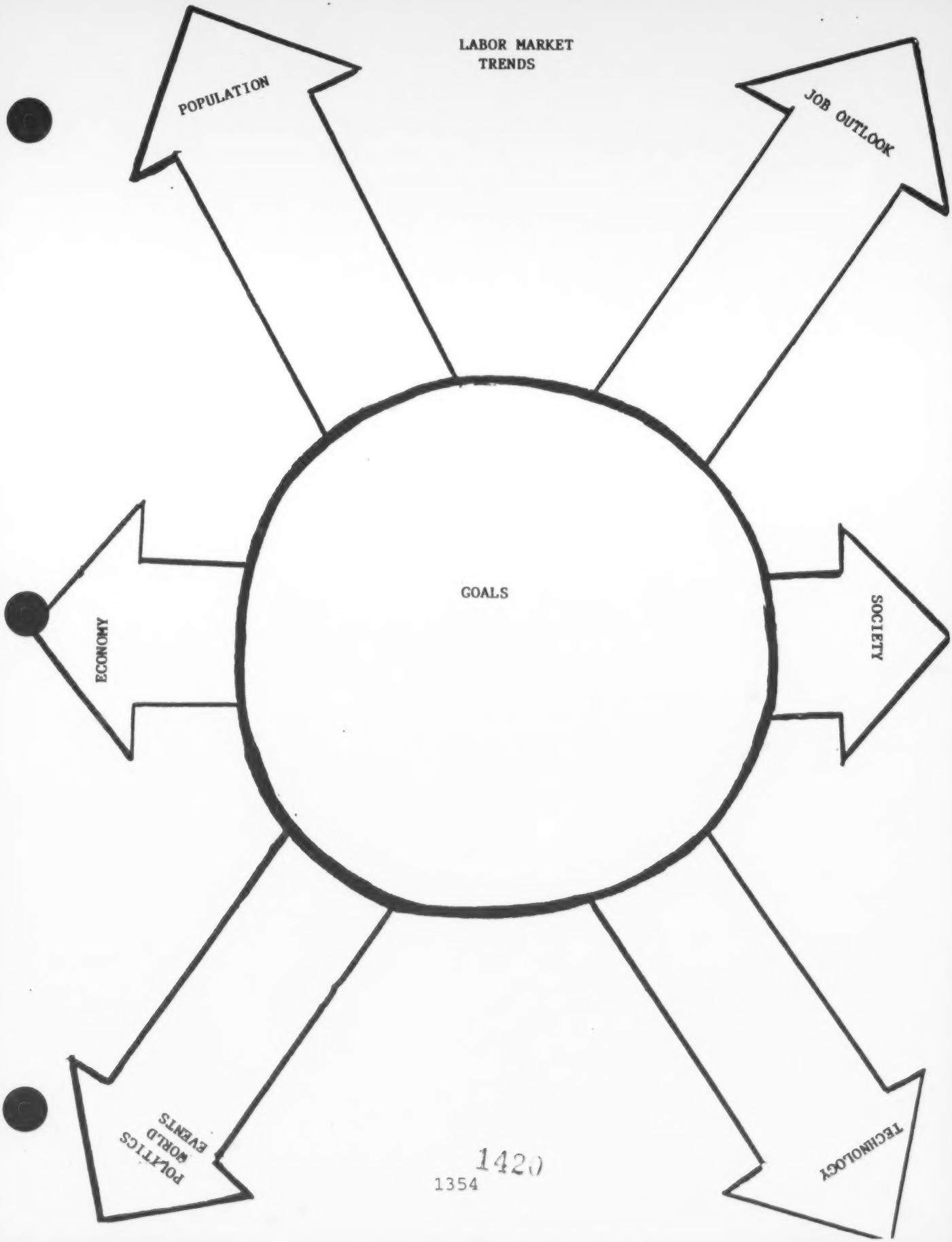
TIME: 2 hours

OUTLINE	STRATEGIES/ACTIVITIES	
Labor market trends affecting personal, educational, and career goals: A. Job outlook B. Population shifts C. Technology D. Economy E. Politics, world events	C2 1.	Invite a resource person to speak to students relative to labor market trends.
	C2 2.	Have students summarize information presented by the speaker on worksheet "Labor Market Trends."
	C3P2 3.	Working in small groups or individually, have students research the provided resources for information requested on the worksheet "Relating Labor Market Trends to Educational Goals."
	C2 4.	Have groups present findings to the class.
	C2 5.	Have students discuss group findings.
	C3 6.	Have students write a review of the group findings in relation to their personal, educational, and career goals. Students may use their personal assessment folders. Worksheets: Future Effects, Memo, Predictions.
	P3 7.	Have students collect current events articles pertaining to technology, the labor market, societal changes, etc., for class discussion.

C1	8.	Have students watch and listen to media news for information relevant to the objective for class discussion.
C3	9.	Have students present findings to class for discussion.
C2	10.	Ask students to discuss any science fiction movies or TV shows set in the future which contain information suggesting future job trends and social changes.
C1	11.	Present a teacher-made transparency report on labor market trends while students take notes using worksheet provided.
C3	12.	Have students predict their future careers based on the information gathered from class discussion and the information from their personal career folders relevant to personal, educational, and career goals. Worksheets: Predictions, Memo, Future Effects.

RESOURCES:

Speaker _____
NC SOICC representatives
Chamber of Commerce
Employment Security Commission
NC SOICC Career Choices User's Guide
Getting Started: North Carolina Jobs and Careers
Occupational Outlook Handbook
Duke Power
Local newspapers
Magazines: Business Week
Newsweek
Career World
Student's career folders
Your Career Adventure, Chapter 4, pp. 67-75
Working Today and Tomorrow, Chapter 1
Job Strategies excerpt
Business Week excerpt
Worksheets: Relating Labor Market Trends to Educational Goals


LABOR MARKET
TRENDS
POPULATION
JOB OUTLOOK
GOALS
ECONOMY
SOCIETY
POLITICS
WORLD
EVENTS
TECHNOLOGY

RELATING LABOR MARKET TRENDS TO EDUCATIONAL GOALS

*2 4 4+

Remember:

1. Students must plan for their futures. (According to research, Americans do not do a good job of planning their futures.)

2. Some of our daily decisions are more important than other daily decisions. Learn to prioritize decisions.

3. Every student will be needed in the future labor force.

I. QUESTION: Some students feel school does not have anything to do with work. Is this true?

ANSWER: School is a student's work. School teaches work habits, academics, and interpersonal relationship skills which are very necessary for the World of Work.

Governor Jim Martin wrote: "The future of young people will be based on the quality of education they receive."

II. QUESTION: How does the "global economy" affect jobs

ANSWERS: (1) Americans have to be more skilled, more technically trained. (2) We are competing against people with higher education. (3) Some jobs are being moved away. (4) Some people will have to learn more than one language. (5) More markets are open to our products.

*Instructions for Educational Goals:

1. Students circle "2" if they think they want two years of training after high school.

2. Students circle "4" if they think they want four years of education after high school.

3. Students circle "4+" if they think they want more than four years of education after high school.

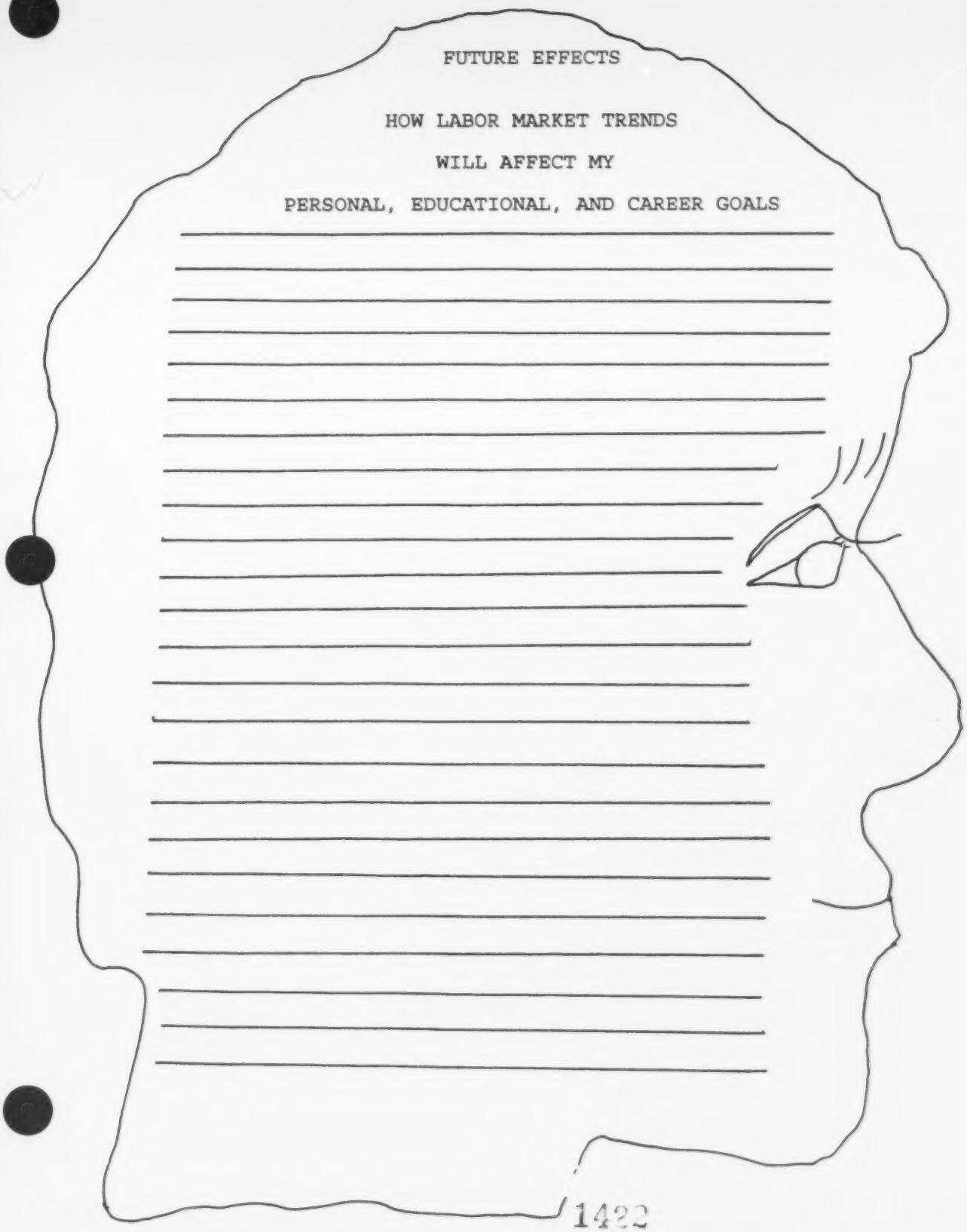
4. Answer Questions I and II on a separate sheet of paper.

FUTURE EFFECTS

HOW LABOR MARKET TRENDS

WILL AFFECT MY

PERSONAL, EDUCATIONAL, AND CAREER GOALS



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M E M O

Summarize the effects of Labor Market Trends on your personal, educational, and career goals in the space provided. Write brief descriptions. After completion, read aloud to classmates and or make a bulletin board with the class memos!

MEMO	MEMO
Personal Goals	Educational Goals
MEMO	MEMO
Career Goals	Other Goals

Worksheet: PREDICTIONS

While sleeping one night, you see yourself in the year 2010. Predict what you see in the space provided, based on future labor market trends, technology, and world events.

Future Trends in Agribusiness	Future Trends for Business Occupations
Computerization Trends, Effects	Future Trends in Industrial Employment
Future Trends for Training and Education	Future Technical Careers
Future Trends for Service Careers	Future Employment Trends for College Graduates

BusinessWeek

A PORTR

POPULATION

Powerful demographic forces have reshaped America as the 21st century approaches. Overall, the population has grown by nearly 100 million since 1950. A vast suburban sprawl has transformed the landscape, and the Sunbelt has gained an ever-larger share of economic power and political clout. An aging population and one of the largest waves of immigration in U.S. history pose new challenges and opportunities

1950 POPULATION
151,325,798

ITE 5% | BLACK 10.0% | ASIAN 0.5%

INCREASING DIVERSITY

Changing immigration patterns fueled ethnic diversity and contributed more than 39% of the past decade's growth

IMMIGRATION

1951-60 2.5 MILLION

1981-90 8.7 MILLION

1950s	ORIGINS	1980s
66%	EUROPE, CANADA	11%
6	ASIA	38
12	MEXICO	23
14	OTHER AMERICAS*	25
2	OTHERS	3

*CARIBBEAN, SOUTH AND CENTRAL AMERICA

1990 POPULATION
248,709,873

WHITE 80.3% | BLACK 12.1% | HISPANIC* 9.0% | ASIAN 2.9%

* DATA NOT AVAILABLE BEFORE 1980 CENSUS; MAY BE COUNTED IN ANOTHER CATEGORY

THE SUNBELT'S LURE

In the 1980s, more than half the country's population growth was concentrated in California, Florida, and Texas. And Nevada was the fastest-growing state

PERCENT INCREASE IN POPULATION

40 | 24 | 24 | 22
1950s 1960s 1970s 1980s

16 | 10 | 4 | 1
1950s 1960s 1970s 1980s

16 | 14 | 20 | 13
1950s 1960s 1970s 1980s

13 | 10 | 0.2 | 3
1950s 1960s 1970s 1980s

GENERATIONAL CHANGE

The number of elderly is soaring —and postwar baby boomers are having their own baby boomlet

FIVE AND UNDER ▶

65 AND UP ▶

1980 16.5 MILLION

1990 19.2 MILLION

2020 EST. 52.1 MILLION

1990 31.2 MILLION

1980 16.7 MILLION

RURAL EXODUS

...ng the rural revival ... 1970s, 65% of ...ounties grew. But ... 1980s, 45% of ...der 2,500 lost ... 10% of their ...ation while only 28% ... The decline was ...st in North ...ta, Iowa, and ...

METROPOLITAN SPRAWL

More than half the population, 124.8 million people, now live in metropolitan areas of more than 1 million

1950: 15% | 32% | 21% | 32%

1990: 23% | 31% | 44%

- Central cities
- Suburbs, small cities*
- Nonfarm rural
- Farm rural

*INCLUDES CITIES FROM 2,500 TO 50,000 PEOPLE OUTSIDE METROPOLITAN AREAS

DATA: CENSUS BUREAU, AGRICULTURE DEPT.

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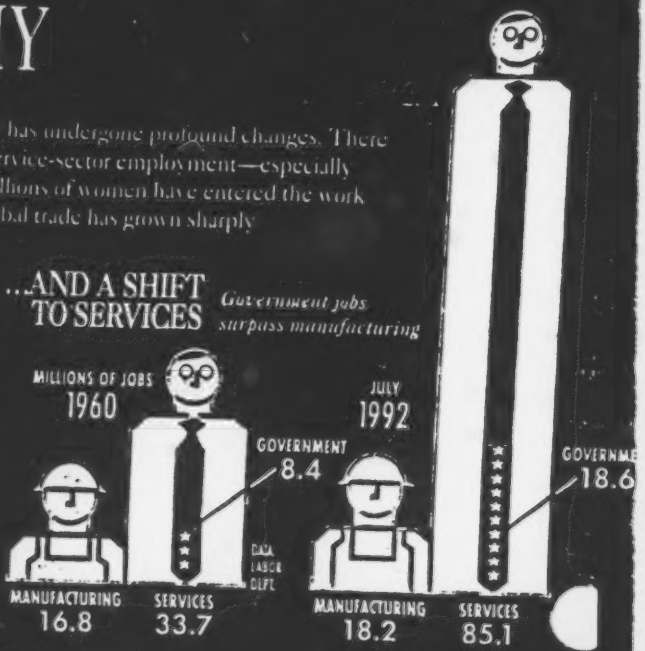
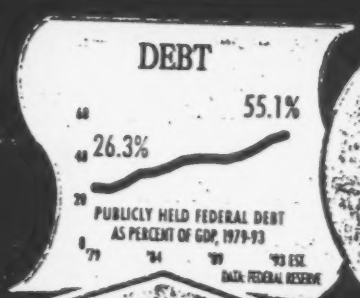
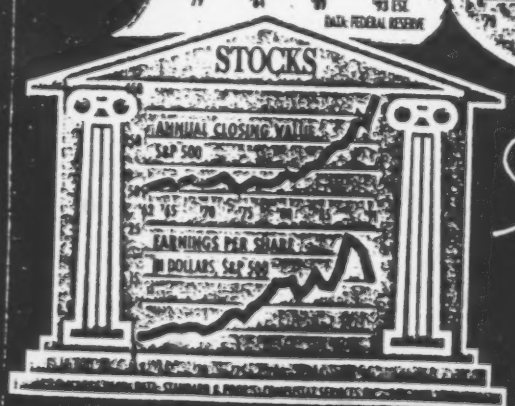
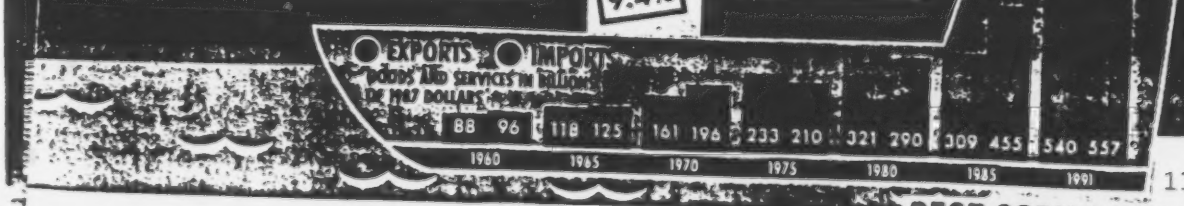
THE ECONOMY

Over the past several decades, the American economy has undergone profound changes. There are now fewer manufacturing jobs than in 1969. But service-sector employment—especially finance and government—has enjoyed big growth. Millions of women have entered the work force. And the share of the economy dependent on global trade has grown sharply.









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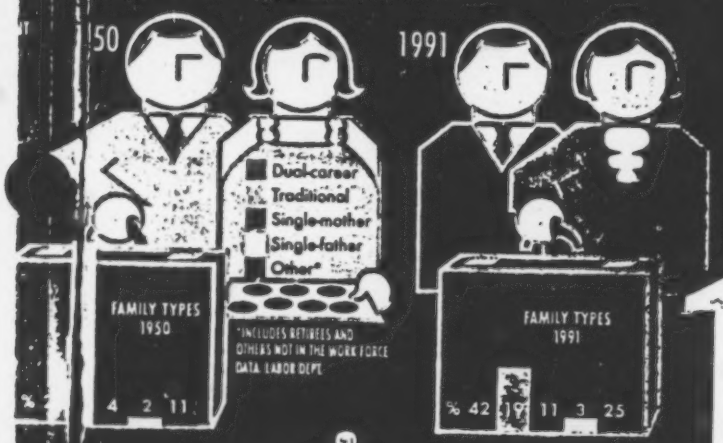
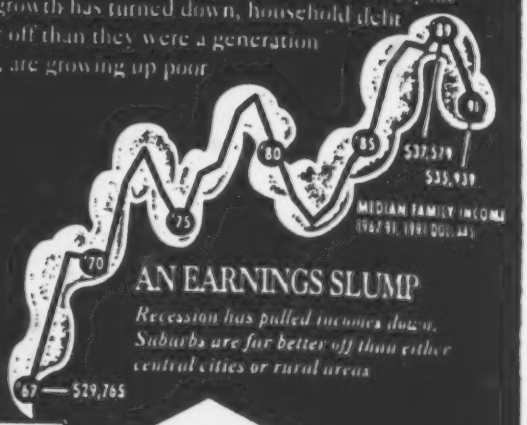
INCOME AND FAMILY

In the 1950s, a single paycheck bought prosperity for millions of American families. Today, more families rely on two incomes—and still have trouble making ends meet. Earnings growth has turned down, household debt has soared, and poverty rates are on the rise. The elderly are better off than they were a generation ago, but millions of children, especially those in fatherless families, are growing up poor.

CHANGING FAMILIES

Only a minority of American families now fit the traditional pattern of breadwinner and homemaker. Dual-income families are the norm. The number of married couples without children—27.8 million in 1991—now exceeds the 24.4 million couples with children





AN EARNINGS SLUMP

Recession has pulled incomes down. Suburbs are far better off than either central cities or rural areas

INCOMES

95,669,000 HOUSEHOLDS IN 1991

INCOME DISTRIBUTION	
Less than $5,000	4.8 %
$5,000-9,999	10.1
$10,000-14,999	9.4
$15,000-24,999	17.4
$25,000-34,999	15.2
$35,000-49,999	17.3
$50,000-74,999	15.4
$75,000-99,999	6.0
$100,000 or more	4.4

MEDIAN HOUSEHOLD INCOME	
Suburbs	$39,998
Central city	26,891
Non-metropolitan areas	24,691
Total population	$31,126
Whites	41,508
Blacks	33,307
Hispanics	28,894
Married couples with children	$42,514
Single mothers with children	26,111

DATA: CENSUS BUREAU

CHILDREN

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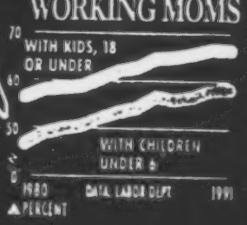
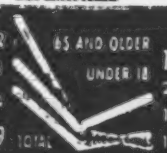
DATA: NAL CENTER FOR H STATISTICS

WORKING MOMS



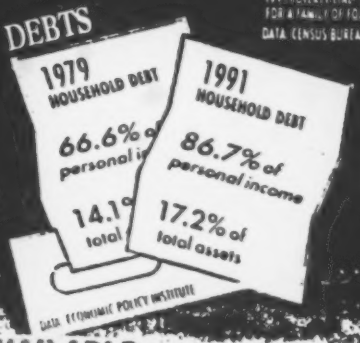
POVERTY

Percent living in poverty*



*1991 POVERTY LINE: $13,812 FOR A FAMILY OF FOUR
DATA: CENSUS BUREAU

DEBTS



SAVINGS

WAGE GAPS Median earnings

FEMALE-MALE full-time workers

BLACK-TO-WHITE Married couple families

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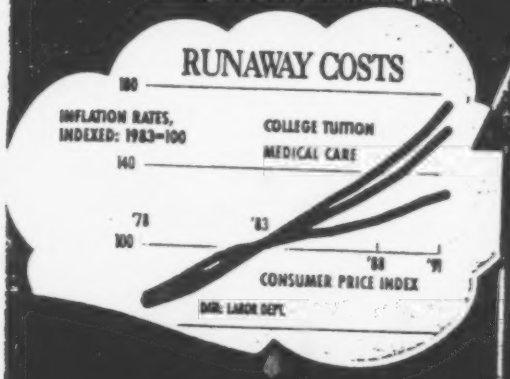
HEALTH AND EDUCATION

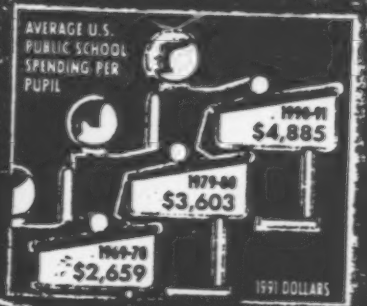
Education and health care are two issues at the top of the nation's social agenda. America's schools—where its future is shaped—are turning out more graduates. But the cost of higher education is up at a time when real wages for less educated workers are sinking. And rising medical costs cause pain

RUNAWAY COSTS



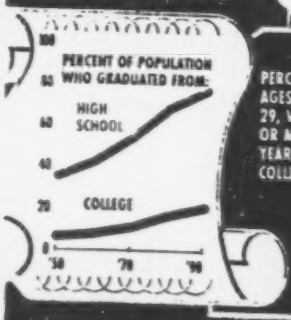
THE PRICE OF KNOWLEDGE

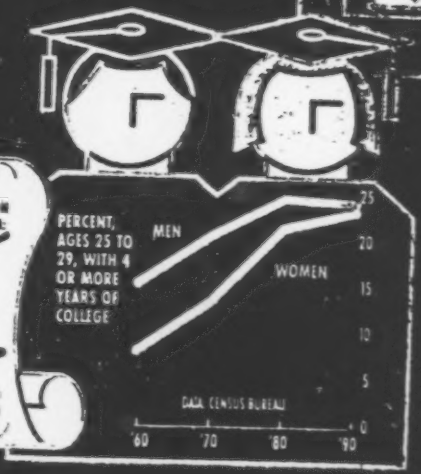
Spending on public schools continues to rise, and college costs are soaring, while federal grants to students are shrinking



EDUCATION GAINS

Americans are more educated, and the gender gap is disappearing





AN EDUCATION EARNINGS GAP

MEAN HOURLY WAGES, 1991 DOLLARS
Pay to the order of:
HIGH SCHOOL DROPOUT '79 $9.59 '91 7.62
HIGH SCHOOL GRADUATE '79 $10.69 '91 9.43
COLLEGE GRADUATE '79 $14.72 '91 14.77
POSTGRADUATE '79 $17.85 '91 19.24
DATA: ECONOMIC POLICY INSTITUTE

HEALTH-CARE BAROMETERS

	PER CAPITA SPENDING 1991 DOLLARS 1960	1990	ANNUAL INCREASE 1960-90
Hospital care	$225	$1,027	5.1%
Physicians' services	129	504	4.5
Drugs, supplies	101	219	2.6
Nursing-home care	23	214	7.4

ILLUSTRATION BY DAVID FLAHERTY
CHARTS BY ARTHUR EVES
EDITED BY WILLIAM D. MARBACH

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JOB STRATEGIES

THIS MONTH:

How does your job rate with others?

● Are you under more on-the-job stress than, say, a fisherman? Oddly enough, you probably aren't—at least according to *The Jobs Rated Almanac* (Pharos Books). Combining government statistics on income, work environment, stress and competition levels, security, physical demands and other work-related information, the book ranks the best and worst jobs in a broad range of fields. If you're curious about how your own job compares to those of the hundred million or so other Americans going to work each day, the following charts should give you some idea.

BEST-PAYING JOBS WITH THE LEAST STRESS

JOB	AVERAGE SALARY
Actuary	$45,780
Piano tuner	43,600
Historian	41,093
Chemist	40,984
Physiologist	38,695
Biologist	38,695

WORST-PAYING JOBS WITH THE MOST STRESS

JOB	AVERAGE SALARY
Fisherman	$13,390
Cowboy	12,397
Taxi driver	17,570
Dairy farmer	16,892
Travel agent	13,764

THE WORST INDOOR WORKING ENVIRONMENTS

(Stressful atmosphere, confined space, heavy responsibilities)
Astronaut
Surgeon
Dancer
Fashion model
Psychiatrist
Actress

THE SIX MOST COMPETITIVE JOBS

Actress
Advertising account exec.
Architect
Fashion model
Photojournalist
Public relations specialist

FUTURE OUTLOOK: BEST JOB OPPORTUNITIES REQUIRING THE LEAST FORMAL EDUCATION

Auto salesperson
Sports instructor
Fine artist
Photographer
Cosmetologist
Jockey

WORST JOB OPPORTUNITIES REQUIRING THE MOST FORMAL EDUCATION

Historian
Personnel recruiter
Market research analyst
Economist
Teacher
Dietitian

THE MOST MALE-DOMINATED JOBS

Fire fighter
Construction worker
Dentist
Police officer and detective
Architect
Physician

THE MOST FEMALE-DOMINATED JOBS

Secretary/typist
Receptionist
Child-care worker
Registered nurse
Bookkeeper/clerk
Health technologist/technician

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10 OCCUPATIONS WITH THE MOST NEW JOBS

1. RETAIL SALESPEOPLE. New jobs: 1,201,000. Average salary: $23,000. Increased demand and high turnover will make these jobs easy to get. But competition for the higher-paying positions—in sales of cars or appliances, for instance—will be intense.

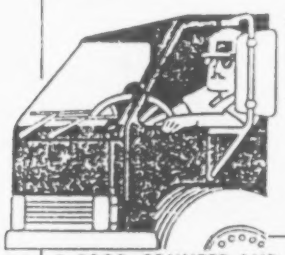
2. WAITERS AND WAITRESSES. New jobs: 752,000. Average salary: $18,000. These workers will be needed as restaurants continue to thrive, largely due to an increase of two-earner families who don't have time for home cooking and to a growing number of workers who will be eating out at lunchtime.

3. REGISTERED NURSES. New jobs: 612,000. Average salary: $48,000. Many hospitals will depend more on registered nurses and less on licensed practical nurses and nursing assistants. The reason: As outside health-care options grow, hospitals will serve only the sickest patients, who need highly skilled care.

4. JANITORS, CLEANERS, MAIDS, AND HOUSEKEEPERS. New jobs: 604,000. Average salary: $26,000. These workers will find jobs both in office buildings and in the homes of two-earner families.

5. GENERAL MANAGERS AND TOP EXECUTIVES. New jobs: 582,000. Average salary: $69,000. This very broad category includes everybody from chief executive officers of major corporations to department-store managers to college presidents to school superintendents. These kinds of openings in the computer and data-processing industries are expected to increase dramatically

6. CASHIERS. New jobs: 575,000. Average salary: $19,000. The growth in these entry-level jobs follows the anticipated growth in retail sales. But competition will be keen for higher-paying jobs in unionized department and grocery stores.



7. TRUCK DRIVERS. New jobs: 525,000. Average salary: $46,000. While most drivers will continue to be employed by large trucking companies, one out of 10 will be self-employed in the year 2000.

8. GENERAL OFFICE CLERKS. New jobs: 462,000. Average salary: $30,000. Office automation and a growth in small businesses will increase the need for staff who are able to perform a wide variety of office tasks. (There will also be a greater need for secretaries—424,000 new jobs, with a projected average salary range of anywhere from $33,000 to $57,000.)

9. FOOD-COUNTER AND FOUNTAIN WORKERS. New jobs: 449,000. Average salary: $16,000. New jobs will be created as more and more people order take-out food. (This trend will also supply many new jobs for food-preparation workers—324,000 openings, with a projected average salary of $18,000.)

10. NURSING AIDES, ORDERLIES, AND ATTENDANTS. New jobs: 433,000. Average salary: $22,000. Again, the tremendous growth of the health-care industry will create more of these kinds of jobs.

TOP 10 STATES FOR JOBS: GREATEST PERCENTAGE GROWTH BY THE YEAR 2000

Source: Woods & Poole Economics, Washington, D.C. Note: The list of states in which there will be the greatest number of new jobs reflects population growth; the top 10 are California, Texas, New York, Florida, Pennsylvania, Illinois, Ohio, New Jersey, Michigan, and North Carolina.

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COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.01 Explain factors which contribute to realistic educational and career goals.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Factors contributing to educational and career goals: A. Abilities B. Interests C. Personal characteristics D. Financial E. Aptitudes F. Life experiences 1. Family 2. Peers 3. Community 4. School G. Values	A2 1. Have class engage in the "poker chip" activity. C1 2. Have class brainstorm factors they believe will contribute to educational and career goals. C3 3. Have class categorize the above factors into basic groups of information similar to classifications A - G on the outline. C3 4. Have students explain why these factors contribute to educational and career goals. C3 5. Have students prepare a summary of the information gathered in Objective 2.04, using one of the worksheets provided or one of your own. Worksheets: Flower Helmet Grape cluster Shield

Summary should include the following information:
a) Aptitudes
b) Personal characteristics
c) Abilities
d) Values
e) Interests
f) Educational aspirations
g) Learning style
h) Work preference

6. Read class a case study concerning a person's success in a career.

C3 6a. Have students conclude the factors which contribute to this person's success.

C3 7. Using a case study, have students suggest career for the person in the study.

C3 8. Using the summarized information about themselves, have students suggest possible careers for their future.

A3 9. Have students participate in assessments to use in Step 5.
Assessments:
a) Ability
b) Characteristics of an Attractive Personality
c) Goals

RESOURCES:

Individual assessments from Objective 2.04
Career skills
Your Career Adventure
Working Today and Tomorrow
Worksheets: Poker Chips, Shield, Goals
Flower, Helmet, Ability
Characteristics of an Attractive Personality

POKER CHIPS

Objective: The student will recognize the importance of seeking information before making a decision.

1. Show students a clear plastic bag filled with red, blue, and white poker chips.

2. Ask for two volunteers to participate in this demonstration.

3. Rules:

   A. Participant may use only one hand. (Bag will be held open for student.)

   B. In 60 seconds the student will take out as many poker chips as possible.

4. After first participant completes his/her turn, separate chips by color, count each, and record on chalkboard.

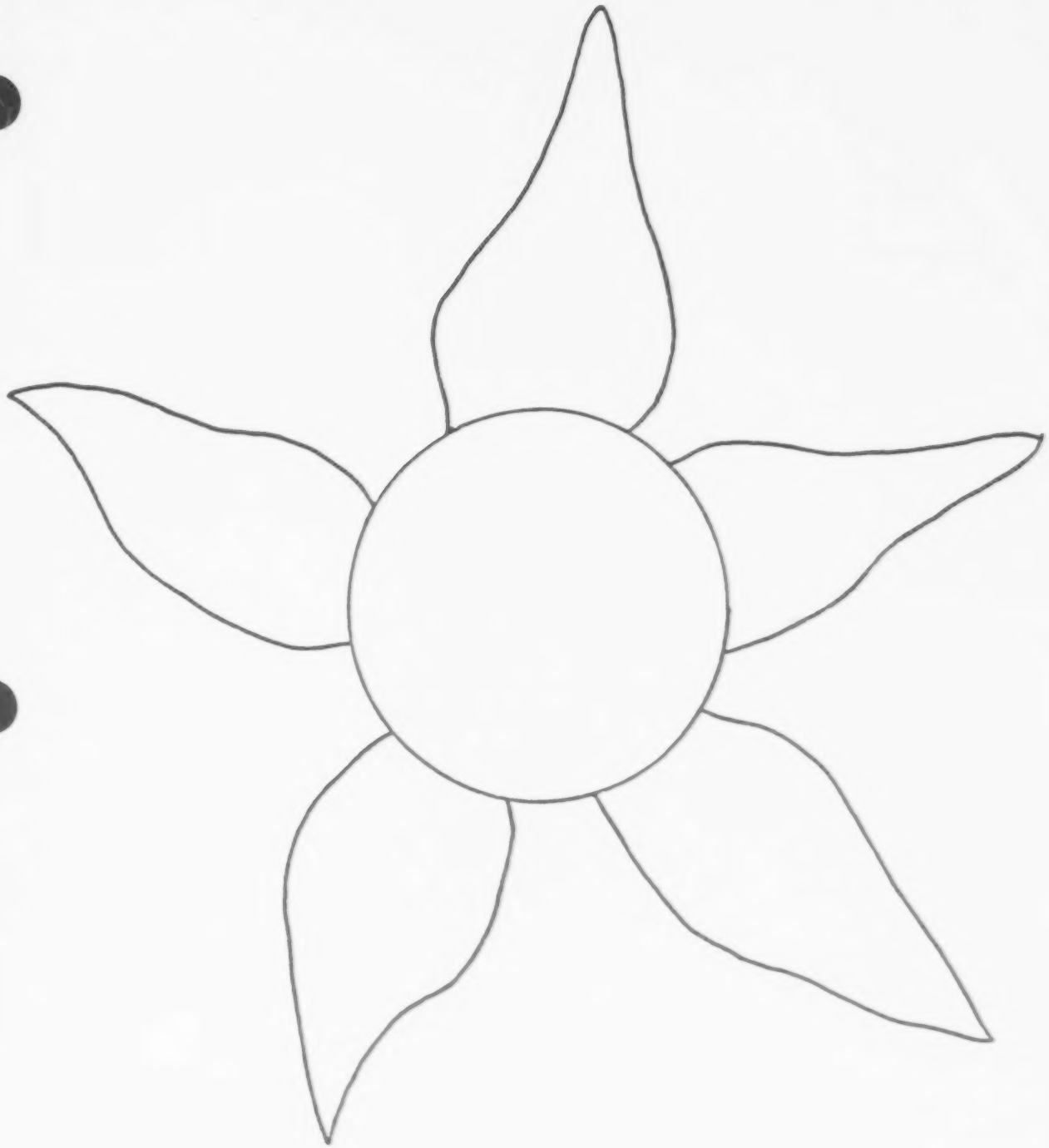
5. Before participant number two takes his/her turn, change the information slightly.

   "I forgot to mention that the white chips are worth $10; the red, $50; and the blue, $100."

6. After participant number two completes his/her turn, sort and add chips. Record on board.

7. Have students multiply their totals in dollars.

8. Participant number two will net the largest amount in dollars, however not necessarily in the number of chips. Discuss how a little knowledge about a decision can alter how one approaches a situation and how it can improve the outcome. Relate to career goals.



FLOWER ADD PETALS AS NEEDED

HELMET ADD STARS AS NEEDED

INDIVIDUAL
part of the cluster
add grapes as needed

NAME

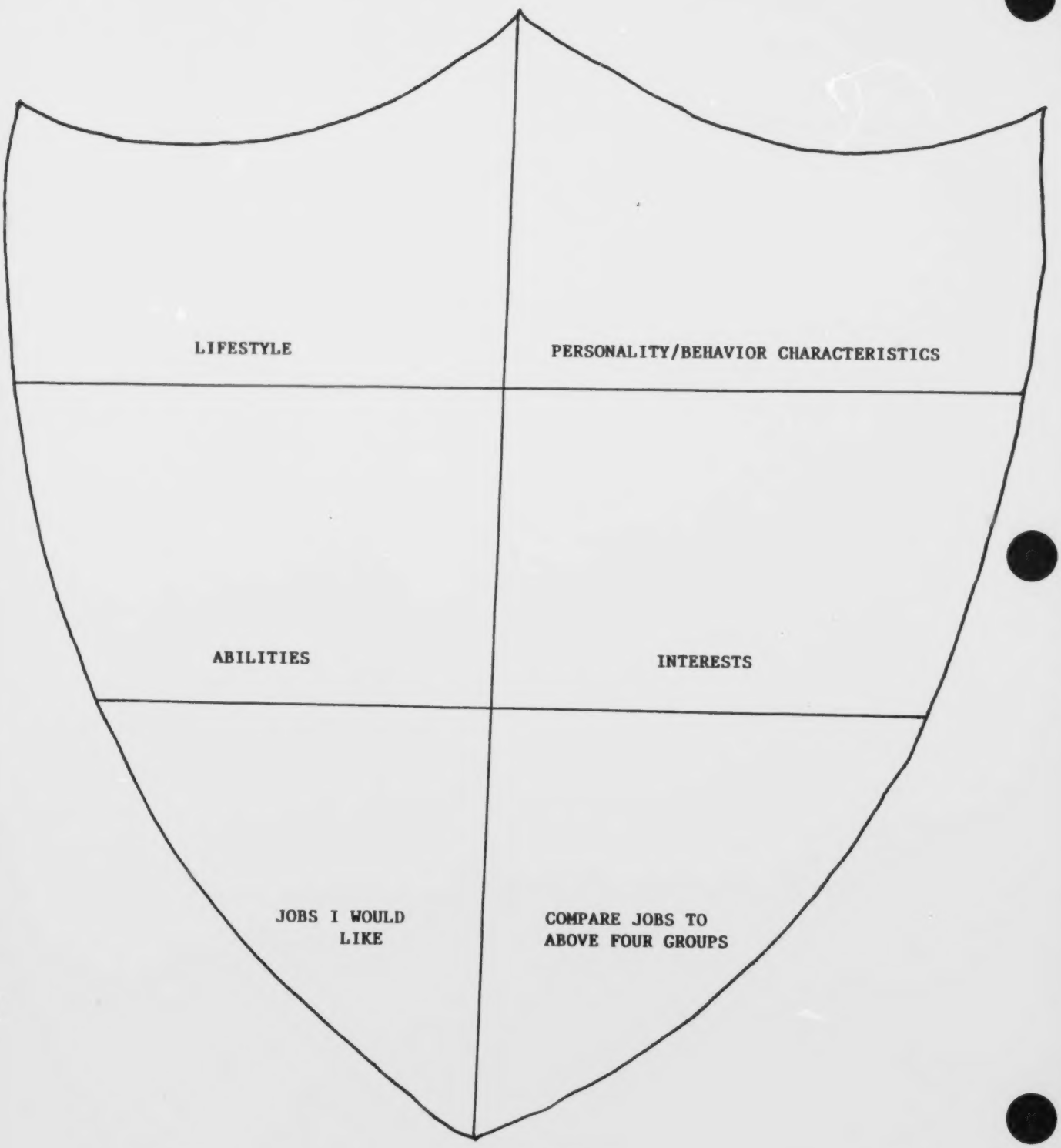
LEARNING STYLES

PERSONALITY CHARACTERISTICS

ABILITIES

INTERESTS

JOBS YOU WOULD
LIKE AS OF TODAY:


LIFESTYLE
PERSONALITY/BEHAVIOR CHARACTERISTICS
ABILITIES
INTERESTS
JOBS I WOULD LIKE
COMPARE JOBS TO ABOVE FOUR GROUPS

ABILITY

Your ABILITY is how well you can do something. Your APTITUDE is the ease with which you can learn to do something. For example, you might have a high aptitude in math (you learn it easily), but for various reasons you have not applied yourself; consequently, you might not have a strong ability in math as measured by your grades or SRA scores. The key to your ability is your MOTIVATION. The desire you have to learn something determines the extent to which your aptitude is developed. APTITUDE + MOTIVATION = ABILITY.

The following activities will give you the opportunity to assess your abilities in a variety of areas: general abilities, school grades, and standardized test scores.

GENERAL ABILITY SURVEY

Rate yourself in how well you do each of the following activities.

1 = Excellent 2 = Very Good 3 = Good 4 = Not Good

T_____ Repairing broken items such as glasses, china, jewelry, bicycles.

D_____ Working with numbers (fractions, decimals, and whole numbers).

D/T_____ Using a computer (keyboard, following instructions, understanding the procedures).

P_____ Expressing my thoughts to other people (persuading, debating, explaining).

D_____ Finding grammatical and spelling errors while proofreading.

T_____ Repairing electrical equipment such as small motors, lamps, or other small appliances.

P_____ Taking care of or helping others (children, sick people, elderly).

D_____ Seeking information in the library (using card catalogue, Reader's Guide, and other resources.

P_____ Refereeing a sports event.

T_____ Setting and clearing the dinner table.

D_____ Alphabetizing lists of words and names.

T_____ Printing letters and designs using a stencil.

D_____ Setting up an organization plan for getting things done (homework, school projects, cleaning room).

P_____ Counseling others on how to solve a problem.

T_____ Building models (planes, boats, cars).

P_____ Teaching others a skill I already have.

T_____ Sewing, knitting, crocheting, drawing, printing, typing, playing a musical instrument, or doing fine work with hand tools.

T/P_____ Performing activities requiring eye-hand-foot coordination (athletics, dancing).

D_____ Playing games such as cards and Monopoly.

P_____ Organizing and leading others in group activities.

D_____ Expressing myself in writing.

P_____ Entertaining others with stories or acting.

D/T_____ Using a calculator to compute answers to math questions.

P _____ Selling a product.

ABILITY FORMULA

P = PEOPLE D = DATA T = THINGS

CATEGORY WITH THE HIGHEST TOTAL SCORE _____

Of the ABILITIES I have ranked as a 1 or 2, I have the highest motivation in:

	ACTIVITY	CATEGORY
1.	_____	_____
2.	_____	_____
3.	_____	_____

CHARACTERISTICS OF AN ATTRACTIVE PERSONALITY
AND
HOW TO DEVELOP THEM

Personality: What is it?

A. Those things about a person which makes him/her different from another person.

B. Has to do with those qualities of being a person rather than a thing.

Below, in the left-hand column under "Characteristics," you will find nine desirable personality characteristics. Read each one of these and check those you have. If you do not have this characteristic, look to the right of the characteristic under "How to Develop It" and check those you are able to develop.

Characteristic	How to Develop It
Do you have these? (check)	Can you do these? (check)
___ 1. Attractive appearance.	___ 1. Keep yourself clean. ___ 2. Dress neatly and suitably. ___ 3. Avoid gaudy and clashing colors. ___ 4. Avoid freaky styles. ___ 5. Use a deoderant. ___ 6. Find a suitable hairstyle. ___ 7. Keep nails well groomed.
___ 2. Good posture.	___ 1. Head up. ___ 2. Shoulders back. ___ 3. Free-swinging style of walk. ___ 4. Deep breathing. ___ 5. Systematic exercise. ___ 6. Correct sitting posture.
___ 3. Good manners.	___ 1. Avoid talking while others are talking. ___ 2. Courtesy to others. ___ 3. Respect for rights of others. ___ 4. Avoid talking about others.

Characteristic	How to Develop It
___ 4. Correct speech.	___ 1. Avoid profanity. ___ 2. Use proper grammar. ___ 3. Pronounce words properly. ___ 4. Speak distinctly. ___ 5. Avoid slang. ___ 6. Use the correct word.
___ 5. Self-confidence.	___ 1. Ability to stick to it. ___ 2. Become a good worker. ___ 3. See a job through. ___ 4. Mingle with people. ___ 5. Be, think, and talk success. ___ 6. Practice intelligent conversation. ___ 7. Be sure you know what you are talking about.
___ 6. Pleasant disposition and initiative.	___ 1. Try to see what needs doing and do it. ___ 2. Look on the bright side of life. ___ 3. Be friendly to everyone. ___ 4. Don't play jokes on others. ___ 5. Be serious if occasion demands it. ___ 6. Avoid boisterous talk.
___ 7. Agreeable (getting along with others).	___ 1. Do not be a bully. ___ 2. Get the chip off your shoulder. ___ 3. Do not gossip. ___ 4. Avoid unnecessary arguments. ___ 5. Be reasonable and patient. ___ 6. Try to understand the other person's point of view. ___ 7. Consider the other person's feelings. ___ 8. Be courteous to everyone. ___ 9. Give everyone credit for doing his best. ___10. Aim at honest cooperation. ___11. Think before you act.

Characteristic	How to Develop It
___ 8. Wholesome.	___ 1. Do not brag. ___ 2. Do not pretend in order to make an impression. ___ 3. Do not be a "yes-man." ___ 4. Do not misrepresent the facts. ___ 5. Do not pretend to be something you are not. ___ 6. Develop honest convictions. ___ 7. Express your convictions frankly and tactfully when asked. ___ 8. Be fair and square with everyone. ___ 9. Do not betray those who trust you.
___ 9. Loyalty and reliability.	___ 1. Be trustworthy. ___ 2. Complete assignments on time. ___ 3. Attend school regularly. ___ 4. Do not be "two-faced." ___ 5. Try to improve your school, not "tear it down." ___ 6. Stand up for what you feel is right.

GOALS

INSTRUCTIONS TO STUDENTS: Read each situation below carefully. Identify and list the short-term goal or goals for each situation in the space provided. Then identify and list the long-term goal for the situation.

Example: Marie is a junior in high school and wants to be a secretary. Her two best friends want to go to college. With the exception of two business courses, Marie and her friends have always taken the same courses so that they could be together all day. If Marie wants to enroll in the Business and Office Program, however, she can no longer take most of her classes with her friends.

Marie's short-term goal is to enroll in the Business and Office Program.

Marie's long-term goal is to become a secretary.

1. Janice is a sophomore in high school of average ability who wants a good paying job after completing high school. She has learned that typewriter repair persons make more money than typists; she has decided to enroll in the repair training program at her school. She is beginning to have doubts about her goals because she is constantly being teased about being the only girl in the program. She must satisfactorily complete the lower-level courses in order to be admitted to the upper-level courses.

   a. What is Janice's short-term goal?

   _____

   _____

   b. What is Janice's long-term goal?

   _____

   _____

   c. Why does Janice need to identify her short- and long-term goals?

   _____

   _____

   _____

2. Harold is a student with average grades who could make better grades if he tried. He has decided that he wants to be an engineer. Although his grades were not quite good enough for the large university he wanted to attend, he thinks that attending a smaller college where he will get more individual attention will help him to develop his skills and improve his grades. He studies better when he is in smaller classes and he will later be able to transfer to the larger university if he raises his grades during the first two years.

   a. What are Harold's short-term goals?

   _____

   _____

   b. What is Harold's long-term goal?

   _____

   _____

   c. Why does Harold need to identify his short- and long-term goals?

   _____

   _____

3. Carolyn is a high school senior who has won many awards for her sewing ability and will graduate with a "C" average in May. She has served as president and vice president of the F.H.A. and as an officer in several other clubs. She is interested in becoming a supervisor of sewing for a local sewing plant. The plant requires its employees to be high school graduates or to serve a six-week training period before they are considered a permanent employee.

   a. What are Carolyn's short-term goals?

   _____

   _____

   b. What is Carolyn's long-term goal?

   _____

   _____

   c. Why does Carolyn need to identify her short- and long-term goals?

   _____

   _____

G O A L S

INSTRUCTIONS TO STUDENTS: Below is a list of goal statements. You are to determine whether the goal statement is:

(A) personal
(B) educational
(C) vocational

Beside each statement write the appropriate letter (A, B, or C) for the type of goal that is stated. There can be more than one correct answer for a statement.

___ 1. Joe wants a job in which he can make a great deal of money.

___ 2. Amy wants to become a secretary when she finishes school.

___ 3. Ed wants to become a brickmason on completion of school; therefore, he is going to take Masonry I and II.

___ 4. Jan wants to complete college in three years by seeking early admittance and going to summer school as well as the regular term.

___ 5. Fred wants to pass Chemistry with an "A" average so he must make at least a "B +" the last semester.

___ 6. David wants a new car for his next birthday.

___ 7. Bob wants to have his own law practice established by the time he is twenty-nine.

___ 8. Jill wants a horse of her own.

___ 9. In order to teach, Bill must meet the state's certification requirements.

___10. Dee wants to work as a salesperson in her uncle's furniture store when she finishes school.

___11. Brett wants a new tennis racket.

___12. Tracey wants to make an "A" in Home Economics this grading period so that she will have a "B" average for the year.

___13. Todd is saving his money to buy a "cruising" van when he is sixteen.

___14. James wants to become a graduate nurse.

___15. Jan wants to become a mining engineer when she finishes college.

___16. Tom wants to complete a project for his Electricity class on time so that he will not lose any points for being late.

INSTRUCTIONS TO STUDENTS: List three to five personal, educational, and vocational goals which you have. Take your time and think carefully about each of your answers. Use the space below for your answers.

PERSONAL GOALS

(Sample: I want to be successful someday.)

_____

_____

_____

EDUCATIONAL GOALS

(Sample: I want to finish high school.)

_____

_____

_____

VOCATIONAL GOALS

(Sample: I want to be a brickmason like my father.)

_____

_____

_____

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.02 Identify realistic tentative career goals.

TIME: 2 hours

OUTLINE	STRATEGIES/ACTIVITIES	
Factors to consider when setting career goals: A. Self-appraisal profile B. Opportunities available C. Educational goals	C3 1.	Have class complete the worksheet titled "Looking at Goal-Setting" to introduce the study of goals, or worksheet title "Collage."
	C2 2.	Have class discuss the value of setting realistic goals.
	C3 3.	Have students complete worksheet titled "Goals Inventory."
	C3 4.	Have students complete the worksheet titled "Setting Goals and Determining Values."
	C3 5.	Have students identify realistic career goals for themselves using their self-appraisal profiles or assessment information from Objective 2.04 as well as labor market information available (7.04).
	C3 6.	Have students identify educational goals which will be necessary to attain career goals listed in Step 5.

C3 7. Have students complete worksheet "Long-term Goal Planning."

C3 8. Have students read their goals to the class for discussion.

C3 9. Have students react to a case study or scenario on setting realistic career goals.

C3 10. Have students complete the Goal Chart sheet found with the Elm City Newsletter.

C3 11. Have students complete the homework sheet for parents and students. NOTE: It is in newsletter format and could be easily reproduced for local units or schools.

12. Invite parents via the newsletter to have a career discussion with their child. See newsletter.

RESOURCES:

Individual assessments (2.04)
Profiles (8.01)
Labor market information (7.04)
Worksheets: Looking at Goal-Setting
Goals Inventory
Setting Goals and Determining Values
Long-Term Goal Planning
Collage
Goal Chart
Your Career Adventure (pp. 87-91)
Newsletter example from Elm City Middle School

6-1 LOOKING AT GOAL-SETTING

Everyone will approach goal-setting in a slightly different way. Read the following story about Ray. How good was Ray at setting and meeting his career goals Use the rating scale below to rate Ray's plan of action.

RAY'S STORY

Raymond wanted to manage or own a recreation center some day. He knew this wouldn't come true right away. He figured if he worked hard enough his dream would come true.

Ray had always been good in almost all sports. He worked out several times a week and stayed in good condition. Ray spent his spare time in the school gym. So did most of his friends.

Ray read the sports pages and sports magazines and looked at sports on TV. Sports occupied most of Ray's life.

He was an average student and usually tried his best. Teachers could rely on Ray to do what he promised.

Ray had a summer job on a landscaping crew. He made pretty good money. He knew his parents couldn't pay for his college education, so he hoped to save money for his education. He also was wondering whether he could get a scholarship.

Ray didn't know what he would have to do to work in sports recreation. He figured he would find out more when he got to college.

RAY'S PLAN

1. What is Ray's career path? What is his specific goal?

_____

_____

_____

_____

2. What is his career plan of action?

_____

_____

_____

_____

3. Read each question about Ray's goals. Respond by checking Yes, No, or Unsure. Then explain what in your opinion Roy should be doing.

RAY AND DECISION-MAKING

1. Does Ray have well-defined goals?

Yes_____ No_____ Unsure_____

Explain:_____

_____

2. Can Ray meet his goals?

Yes_____ No_____ Unsure_____

Explain:_____

_____

3. Does Ray have the qualifications to meet his goals?

Yes_____ No_____ Unsure_____

Explain:_____

_____

4. Does Ray have a well-developed plan for reaching his career goals?

Yes_____ No_____ Unsure_____

Explain:_____

_____

5. Is Ray doing everything he can to meet his goals?

Explain:_____

_____

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COLLAGE

First, complete the following lists:

Things I Like

1. _____
2. _____
3. _____
4. _____
5. _____

Things I Value

1. _____
2. _____
3. _____
4. _____
5. _____

My Interests

1. _____
2. _____
3. _____
4. _____
5. _____

My Goals

For the next month

_____

_____

For the next year

_____

_____

For five years from now

_____

_____

For ten years from now

_____

_____

Now cut out some pictures from magazines that symbolize the things you listed above. Use the pictures to make a collage on a separate piece of paper. Explain your collage to your classmates.

GOALS INVENTORY

People who have definite goals are more likely to get what they want out of life than other people. They use all their energy to reach their goals instead of spending it here, there, and everywhere. The next few exercises will help you set some goals.

Directions: Answer each question by checking a box under Yes, No, or Not Sure.

CAREER

Do you want to . . .	Yes	No	Not Sure
1. Get a job?	___	___	___
2. Learn new work skills?	___	___	___
3. Work hard to win promotions?	___	___	___
4. Become well known for the good work you do, or	___	___	___
5. Get whatever you can from wherever you can without having to work too hard?	___	___	___

MATERIAL THINGS

Do you want to buy . . .

1. A car?	___	___	___
2. Nice clothes?	___	___	___
3. A stereo system?	___	___	___
4. Other costly things, or	___	___	___
5. Get by with as little as you absolutely need?	___	___	___

TRAVEL

Do you want to . . .	Yes	No	Not Sure
1. See new places?	___	___	___
2. Meet people from other countries?	___	___	___
3. Try new and different foods?	___	___	___
4. Learn about ways and customs that are different from yours, or	___	___	___
5. Stay home in your own community?	___	___	___

FAMILY

Do you want to . . .

1. Get married?	___	___	___
2. Raise children?	___	___	___
3. Save money for a nice home?	___	___	___
4. Spend most of your free time with your mate and children, or	___	___	___
5. Stay single, at least for awhile?	___	___	___

EDUCATION

Do you want to . . .

1. Take courses about how to make or to do things?	___	___	___
2. Take courses on ways to improve yourself?	___	___	___
3. Take courses in languages, history, or other subjects that interest you?	___	___	___
4. Take singing, acting, dancing, or music lessons, or	___	___	___
5. Stay away from courses and lessons, at least for awhile?	___	___	___

SOCIAL LIFE

Do you want to . . .	Yes	No	Not Sure
1. Have many friends?	___	___	___
2. Join clubs, teams, or other social groups?	___	___	___
3. Go to a lot of parties?	___	___	___
4. Go with the gang to movies, shows, concerts, dances, and similar events, or	___	___	___
5. Do your own thing by yourself or with just one or two close friends?	___	___	___

GOOD DEEDS

Do you want to use some of your free time to . . .

1. Help improve the community where you live?	___	___	___
2. Help out in hospitals, children's homes, old-age homes, and similar places?	___	___	___
3. Help raise money for worthwhile groups and people who need it?	___	___	___
4. Take part in the fight for different causes that you believe in, or	___	___	___
5. Do things for yourself, your friends, or your family instead of for others?	___	___	___

SETTING GOALS AND DETERMINING VALUES

INSTRUCTIONS: Select a goal you have for yourself -- school, family, job, money, social, etc. -- and then follow the steps in the goal-setting process.

STEPS	LONG-TERM GOALS	SHORT-TERM GOALS
Decide on goal		
Determine requirements for meeting goal		
Follow steps necessary to meet the requirements		
Evaluate goals -- change, if needed		

What is the value underlying your goal?

What is the minimum standard you have for yourself concerning this goal?

LONG-TERM GOAL PLANNING WORKSHEET

Begin by selecting goals that are important to you. Write them below. (Examples: Career goal, Education goal)

Goals that could be reached within the next year:

_____

_____

_____

_____

In the next three years:

_____

_____

_____

_____

In the next five (or more) years:

_____

_____

_____

_____

A PLAN OF ACTION

Select three of the preceding goals that are particularly important to you and write them here.

Goal 1:_____

Goal 2:_____

Goal 3:_____

To reach any goal, you must have a plan of action. Even a hard-to-reach goal can be reached if you begin working toward it in small steps. The spaces that follow allow you to get started on reaching your goal. For each one of these goals, complete the sections on the following pages.

N E W S L E T T E R

ELM CITY MIDDLE SCHOOL

MARCH 1992

CAREER PLANNING

Parent-Child Discussion

According to research from the National Occupational Information Coordinating Committee, Americans do not do a good job of planning their futures. Also, parents -- not teachers and counselors -- have the greatest influence on a child's career. With this in mind, the career exploration teachers wrote this parent-student newsletter. Please read and discuss career planning.

School and Work Are the Same

Some students feel school is school and work is work: "I'll just have a good time at school. When I get a job, I'll work." However, the experts say that school and work should be considered the same. School is a student's work. Even after a person enters the work force, he may still go to school. School, to students, is just as important as work is to employees.

School teaches work habits, academics, and interpersonal-relationship skills which are necessary for the world of work. In order to be successful at school today and on the job tomorrow, students must work.

Worker Interviews

Career exploration students have been given information on conducting interviews of adult workers. Parents, please encourage the interviews. Also, talk with your child about your career.

Comments

Student: Why can't we research just ordinary jobs? I want to grow up and have an ordinary job.

Answer: Even ordinary jobs like carpentry require technical training, the ability to read, write, do math, and the ability to work with people.
NOTE: Students may research careers of their choice.

Student: We just cannot get away from science.

Response: We cannot leave the basics -- not even in a career exploration class. Workers with strong technical and scientific backgrounds will be marketable in the future.

PRIORITIZE

Middle school students need to learn to prioritize daily decisions. For example, how would you respond to the following:

1. I would wear the most expensive brands of clothing today, even if it meant I did not have the money for college six years from now.

2. I would watch my favorite TV programs the night before a test, even if I did not know the test material.

CAREER EXPLORATION COURSE

Career planning is a process that requires concentrated effort over an extended period of time. Some people find the career-planning process more difficult than other people.

Career-exploration classes help students get a picture of themselves by focusing on values, interests, skills, and aptitudes. Employment trends and the economy are also discussed.

Additionally, no career should be eliminated from consideration until one is certain he has an accurate picture of its characteristics. Career-exploration research, student-worker interviews, shadowing, and Career Day help to give students accurate information concerning careers. A career may or may not be what one thinks it is.

HIGH SCHOOL PREREGISTRATION

It is important that eighth-grade students make an initial career choice. High school preregistration is done on the basis of that choice. Eighth-grade students who are seeking a bachelor's degree in the future should enroll in specific courses with the approval of their teachers.

Students who want less than a bachelor's degree -- who are the majority of students -- should consider the Tech Prep program. Furthermore, <u>all</u> students can benefit from technical courses.

TECH PREP

Everyone can develop job skills. Tech Prep (Technical Preparation/Associate Degree Program) is one training program.

On January 27, the eighth-graders toured Wilson County Technical College to learn about curriculum areas in (1) engineering, (2) health/human services, and (3) business.

Additional information concerning the required course of study was given to all eighth-grade students February 19-20.

GOALS

Knowing what one wants to do, to be, or to have can be an important part of planning one's career.

When I have students fill out a goal chart, I find that future family is more important than future career. Research shows that people are happier at home than on the job; however, one must have a career before he has a family.

Even though it is difficult to think in terms of the future, the experts tell us it is necessary. Parents, please assist your children in filling out the goal chart that is included in this newsletter.

GOAL CHART

Knowing what you want to do, or to be, or to have can be an important part of planning your career. Charting your goals may help you consider both what you want now and in the future.

DIRECTIONS: Complete the Goal Chart.

NOTE: Add later years to your original age.

Original age: 14
+ 5 years later
19 years later

For example:

Original age: 14
+ 60 years later
74 years old

Year	Your Age	Things You Want to Do	Things You Want to Have	Things You Want to Be (adjectives to describe you)	Careers Which Could Help You Meet Your Goals
19__	Now _____				
5 years later 19__					
15 years later 20__					
40 years later 20__					
60 years later 20__					

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SUGGESTIONS FOR PARENTS

Children make their career decisions, but parents are a valuable resource on their road to a productive and happy career.

1. Help build a positive self-concept.
2. Become aware of the child's interests, abilities, and temperament.
3. Remember, your child will probably change jobs about six times in his life.
4. Get involved with your child's education (and continue your education).
5. Attempt to eliminate sex bias from your child's perceptions.
6. Attend the annual parent night (usually in February) at Fike where high school curriculum is discussed.

GOAL CHART

Year	Your Age	Things You Want to Do	Things You Want to Have	Things You Want to Be (adjectives to describe you)	Careers Which Could Help You Meet Your Goals
1993	Now _____				
5 years later 1998					
15 years later 2008					
40 years later 2033					
60 years later 2053					

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DOING ONE'S BEST IN WILSON COUNTY

Many Wilson County employers say they cannot fill some openings because of a lack of skilled workers. There are too many people in Wilson County (adults and children) who are not continuing their education. Lack of skills contributes to low product quality, lack of competitiveness, crime, and poor corporate profits.

A quote from General Colin Powell, chairman of the Joint Chiefs of Staff, is as follows:

> If you work hard, do the best you can, and take advantage of every opportunity that's put in front of you, success will come your way.

Other quotes include:

A job worth doing is worth doing well.

One can go no further in a career than one's educational skills permit.

The poor boy is not he who is without a cent but he who is without a career plan.

If you work hard, you begin to appreciate hard work.

You must believe to achieve.

What you are to be, you are now becoming.

Improvement begins with I.

CAREER DAY

Career Day will be April 10 from 1:00 to 3:00 p.m.

If you would like to suggest an adult speaker or volunteer to discuss your occupation, please fill out and return the following form as soon as possible:

- - - - - - - - - - - - - - - - - cut - - - - - - - - - - - - - - - - -

Speaker's name _____

Job title _____

Address _____

_____

Telephone number _____

- - - - - - - - - - - - - - - - - cut - - - - - - - - - - - - - - - - -

The Wilson County System is an Equal Opportunity Employer and does not knowingly discriminate in any of its programs because of race, religion, sex, national origin, or handicap.

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.03 Discuss the importance of developing alternative career goals.

TIME: .5 hour

OUTLINE	**STRATEGIES/ACTIVITIES**
Factors affecting the importance of developing alternative career goals: A. Changes in the workplace B. Lifestyle changes C. Competition	C2. 1. Working in teams, have students discuss each of the topics identified in outline. C3. 2. Have groups report their findings to the class for further discussion. P3. 3. Have students interview teachers, parents, friends, and others about their career goals, alternative goals, and reasons for change, if any. C3. 4. Have students report their findings to the class for discussion. C3. 5. Have students predict some "what if" situations related to their own tentative goals outlined in Objective 8.02. Ex.: What if you do not get your first choice of job because someone else is more qualified than you are Ex.: Suppose the company you are working for goes out of business

C3. 6. Have students complete worksheet titled "Reaching Your Career Goal."

RESOURCES:

Worksheet: "Reaching Your Career Goal"

REACHING YOUR CAREER GOAL

Fill in the blanks to develop a plan of action for reaching your ultimate career goal. Make your goals as specific as possible. If you can think of additional goals, write them on another sheet of paper.

My career goal is _____.

I. High School -- While I'm in high school, I will work toward the following goals which will help me reach my career goal. These goals include both educational and extracurricular activities related to my goal.

Freshman Year	Goal 1: I will _____.
	Goal 2: I will _____.
Sophomore Year	Goal 1: I will _____.
	Goal 2: I will _____.
Junior Year	Goal 1: I will _____.
	Goal 2: I will _____.
Senior Year	Goal 1: I will _____.
	Goal 2: I will _____.

II. After High School:

First Year	Goal 1: I will _____.
	Goal 2: I will _____.
Second Year	Goal 1: I will _____.
	Goal 2: I will _____.
Third Year	Goal 1: I will _____.
	Goal 2: I will _____.
Fourth Year	Goal 1: I will _____.
	Goal 2: I will _____.

SHORT-TERM AND LONG-TERM GOALS

Successful people set both short-term and long-term goals. Practice goal-setting by writing down the most specific goals possible for each time period listed below. The more goals you can think of, the better.

I. Goals for tomorrow. Tomorrow's date is _____.

_____

_____

_____.

II. Goals for one week from today. That date is _____.

_____

_____

_____

_____.

III. Goals for one month from now. That date is _____.

_____

_____

_____

_____.

IV. Goals for one year from now. That date is _____.

_____

_____

_____

_____

_____.

V. Goals for five years from now. That date is _____.

_____

_____

_____

_____

_____.

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.04 Explain high school course offerings.

TIME: 2 hours

OUTLINE		**STRATEGIES/ACTIVITIES**
High school course offerings: A. Academic B. Vocational C. Elective		1. Invite resource persons to aid in the examination of high school course offerings, especially in tech prep. Resource suggestions: a) School guidance counselors-industrial education coordinators b) High school personnel from program areas of interest to students. c) High school students representing various high school courses-VSOs. d) Community college professors associated with the tech prep program areas.
		2. Plan a field trip to high school and or community college to discuss and see high school tech prep course offerings.
		3. Take VSO students to high schools, community or four-year colleges in local areas to see and discuss course offerings in relation to career goals, tech prep, college prep.
		4. Show video or slide cassette presentations on high school and or tech prep offerings.
	C3	5. Have students identify what they should know about high school.
		6. Hand out vocabulary sheets. Briefly go over the words and definitions.

C3 7. Have students complete one or more related worksheets individually or in small groups:
Worksheets: Word Find 1
Word Find 2
Magic Square
Vocabulary Activity

C2 8. Have students discuss results.

9. Distribute high school curriculum guides tech prep formats, etc. and instruct students in how to use these guides.

10. Allow time to go through the guides with students.

C2 11. Have students relate the high school subject offerings to their career choices.

C2 12. Have students discuss graduation requirements and subjects needed to complete requirements for entry into colleges, community colleges, technical schools, business schools, world of work or other specialty programs.

C3 13. Have students complete worksheet titled "Your Plan for High School."

C3 14. Have students complete worksheet titled "Everything I Always Wanted to Know About High School" and or "Planning for High School."

C3 15. Have students complete worksheet titled "Requirements for Graduation."

RESOURCES:

Occupational Information Guidance Curriculum Guide. (G 60, 101, 102.)

Secondary Education Plans for Career Preparation. By Division of Vocational and Technical Education Services, NCDPI, Jan. 1992.

Worksheets:

- Vocabulary Words
- Word Find 1
- Word Find 2
- Magic Square
- Planning for High School
- Vocabulary Activity
- Your Plan for High School
- Everything I Always Wanted to Know About High School

Video: Tech Prep Associate Degree

Requirements for Graduation

North Carolina High School Graduation Requirements

Minimum Admissions Requirements

High School Curriculum Guides

Tech Prep Curriculum Materials

College Prep Curriculum Materials

VOCABULARY WORDS

(Found in curriculum guides)

1. Aptitude - Areas in which different people do well (measured by C.A.T., A.S.V.A.B., etc.).

2. A.S.V.A.B. - Armed Services Vocational Aptitude Battery. This is a test that will help assess one's abilities.

3. C.A.T. - California Achievement Test (must score 25th percentile or above). It is one of the requirements of being promoted.

4. Certificate of Attendance - A certificate that is given to a student who has attended school but did not pass the competency test.

5. Chronological - Arranged in the order in which the events happened.

6. Class rank - The scholastic position you hold in your class.

7. College-Preparatory - A program to prepare a student to enter college.

8. Competency test - A test on life skills that a student must pass in order to receive a diploma.

9. Compulsory - Obligatory; must be done; no options.

10. Curriculum - The course offered in the total school program.

11. Debate - Discuss reasons for and against (something).

12. Diploma - The document earned when requirements are met.

13. Diversified - Wide-range, varied selection.

14. Elective - A course that you may select (ex.: Algebra II, Chemistry, Auto Mechanics, Art).

15. Eligibility - The grade a student is required to be in in order to enroll in a course.

16. General - A program that is not specialized; for someone who is undecided.

17. Grade - Merit received for work done.

18. Grade Point Average (GPA) - Average of all grades received when each is given a numerical value (A = 4, B = 3, C = 2, D = 1).

Vocabulary Words (Cont'd.)

19. Graduation - Successful completion of a level of education.

20. Humanities - A creative approach to the study of men in western civilization through the combination of English and social studies courses.

21. In lieu of - In place of; instead of.

22. Prerequisite - A subject you must have satisfactorily completed before you can take another class.

23. Registration - Classes requested.

24. Remedial - Remedying; curing; helping.

25. Requirements - Subjects you must take in order to graduate.

26. S.A.T. - Scholastic Aptitude Test. These test scores are required by most four-year colleges and universities. Possible score of 1600.

27. Schedule - Assigned classes and their sequence.

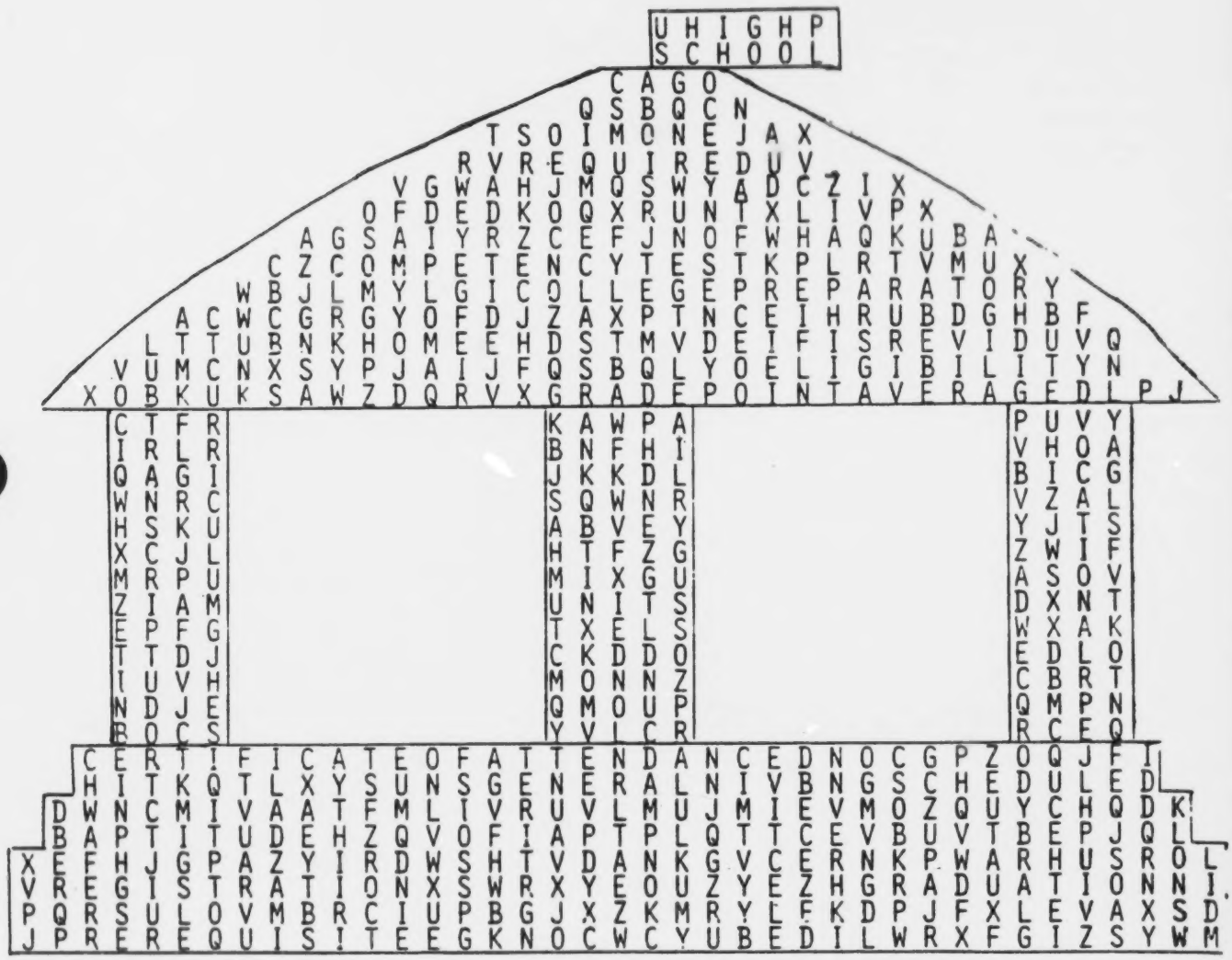
28. Transcript - A record of your courses, grades, units, GPA, and rank in class and units since the 9th grade.

29. Unit credit - What you earn when you successfully complete a course.

30. Vocational - A program designed to help students learn skills in preparation for a trade, job, or career.

WORD FIND I

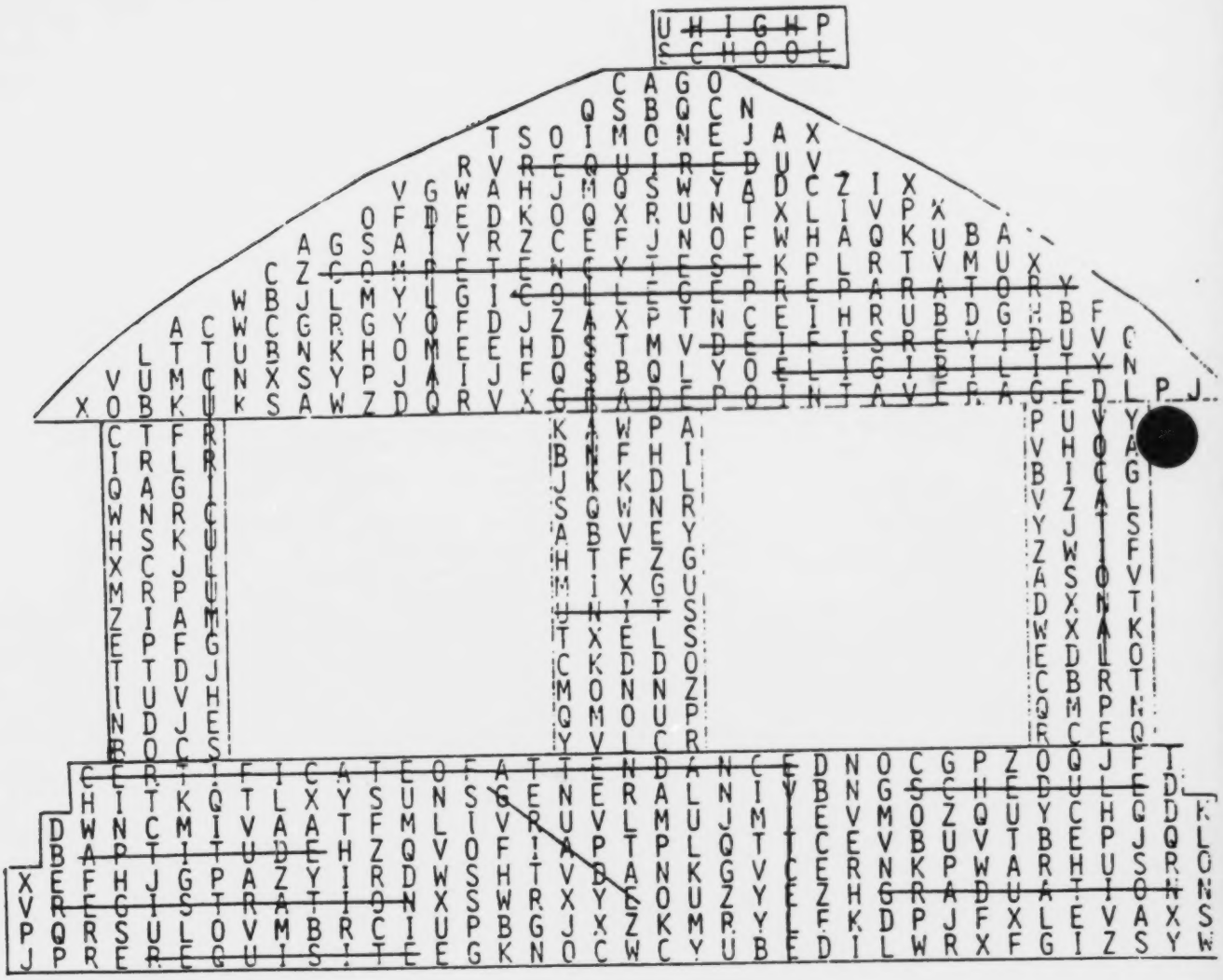
DIRECTIONS: Circle the words from the Vocabulary Words list on this puzzle. They run in all directions.



VOCABULARY DEVELOPMENT

WORD FIND I

DIRECTIONS: Circle the words from the Vocabulary Words list on this puzzle. They run in all directions.

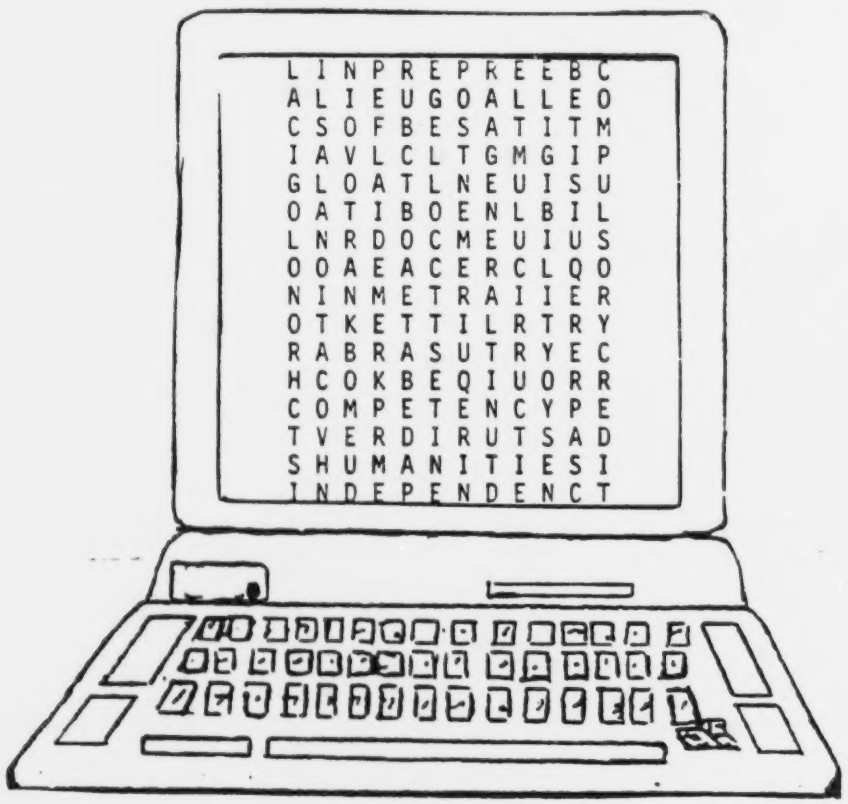


VOCABULARY DEVELOPMENT

WORD FIND II

DIRECTIONS: Find the following words. Be able to give a brief definition of each word. Check the words as you find them.

Compulsory	Prerequisite	Unit
Rank	Eligibility	Chronological
Competency Test	Credit	C.A.T.
S.A.T.	Curriculum	Vocational
A.S.V.A.B.	College Prep	General


L I N P R E P R E E B C
A L I E U G O A L L E O
C S O F B E S A T I T M
I A V L C L T G M G I P
G L O A T L N E U I S U
O A T I B O E N L B I L
L N R D O C M E U I U S
O O A E A C E R C L Q O
N I N M E T R A I I E R
O T K E T T I L R T R Y
R A B R A S U T R Y E C
H C O K B E Q I U O R R
C O M P E T E N C Y P E
T V E R D I R U T S A D
S H U M A N I T I E S I
I N D E P E N D E N C T

MAGIC SQUARE

Vocabulary for High School Curriculum Guide

DIRECTIONS: Select from the column on the left the correct word defined by the statement on the right. Put the number of the word in the proper space in the Magic Square box. If your answers are correct, they will form a magic square. This means:

1. Add the numbers across each row.
2. Add the numbers down each row.
3. The numbers will be the same down and across.

WORDS:	STATEMENTS:
1. Eligibility	A. A record of your courses, grades, units, GPA, and rank in class and units since the 9th grade.
2. Vocational	B. A program designed to help students learn skills in preparation for a trade, job, or career.
3. Diversified	C. Wide-range, varied selection.
4. Grade	D. A program that isn't specialized, for someone who is undecided.
5. Class rank	E. The scholastic position you hold in your class.
6. Unit credit	F. Assigned classes and their sequence.
7. Prerequisite	G. The document earned when requirements are met.
8. Certificate of Attendance	H. A certificate that is given to a student who has attended school but did not pass the competency test.
9. Registration	I. Classes requested.
10. Diploma	J. A subject you must have satisfactorily completed before you take another class.
11. Schedule	K. What you earn when you successfully complete a course.
12. Graduation	L. Successful completion of a level of education.
13. General	M. Merit received for work done.
14. Elective	N. A subject that you may select.
15. Required	O. Subjects that you must take in order to graduate.
16. Transcript	P. Grade student required to be in to enroll in a course.
17. College	
18. Curriculum	

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

The Magic Number is _____

VOCABULARY ACTIVITY

DIRECTIONS: Circle the letter which provides the best definition.

1. ABVAS AVABS ASVAB

   A. The Armed Service Vocational Aptitude Battery.
   B. The test you must pass to receive a diploma.
   C. The "Scholastic Aptitude Test" which is important for most college admission.

2. Legibility Eligibility Elligibility

   A. How long you must take a course.
   B. A course that must be satisfactorily completed before another course can be taken.
   C. Grade a student is required to be in to enroll in a course.

3. Prequiste Prequisite Prerequisite

   A. A course that must be satisfactorily completed before another course can be taken.
   B. Identifies the name of the course.
   C. Grade a student is required to be in to enroll in a course.

4. Psychology Physology Physiological

   A. The way people interact with one another.
   B. An investigation of isolated societies.
   C. Study of the basic principles of individual human behavior.

5. Phsics Physics Phsicis

   A. The ways groups of people relate to one another.
   B. A science course.
   C. A math course.

After completing this activity, please create two similar items of your own and exchange with a partner.

YOUR PLAN FOR HIGH SCHOOL

You have been looking into the future, making decisions based on your abilities and interests. Now take a look at the next few years.

Think of your education as a journey you're taking. As you come to a road marker that says "High School," several options open up to you. One says "Vocational Program, exit right." Another says "College, exit left." Which road will you take It all depends on your career destination. A road map will be helpful to you. When you have a career path in mind, it is easier for you to choose the right road.

Following is some general information about high school. Use this general information and specific information about the high school you will attend to plan the courses you will take.

Programs in High School

In most high schools, you can decide which program of study you will take. A program of study is a group of courses that prepares a student for a certain path -- either for further study or for an occupation. A program of study usually falls into one of these categories:

* College Preparatory - Certain classes are required that prepare you for college courses.
* Vocational - Classes prepare you for further technical training or give you skills for occupations.
* General Program - You take classes from all programs. This course of study is for those who are undecided about their plans after high school.

My Career Interest, My Program

1. At the present time, what is your career choice

_____

2. Does that career require college or vocational skills

_____

3. Which program of study (College Prep, Vocational, or General) is necessary for your chosen career path

_____

Courses in High School

To graduate from high school, you must fulfill certain requirements. You will need to take certain courses and earn a certain number of credits for graduation.

A credit is a unit that certifies your successful completion of a course. Your high school, for example, may require 22 credits for graduation. (One credit for each full-year course is the usual. However, some courses receive only a half credit.) That means you must successfully complete at least 22 courses.

Of these 22 courses, certain courses are required for graduation. It doesn't matter what program of study you have selected. You will need these courses. Examples are language or physical education courses. There are also requirements for your program of study.

Other courses you will be able to choose for yourself. These are called electives. How many electives you take will depend on the requirements mentioned above. There may not be much time for courses and study left after you schedule the required classes.

Your Plan

For this exercise, you will need information on the high school you will attend. Your teacher or guidance counselor will be able to help you. The information you will need includes:

* Requirements for graduation (the number of credits, the required courses);
* Programs of study;
* List of courses and the amount of credit given for each course.

You may want to write or paste the information in the space below.

My Plan for High School

Study the list of courses offered by your high school. Then select the program and courses you will need to take. Using the charts on the next two pages, list first the requirements for graduation; then list the courses you will take for your program of study (if you haven't already listed them). Finally, list any electives you have time to take.

EVERYTHING I ALWAYS WANTED TO KNOW ABOUT HIGH SCHOOL

1. You must earn a total of _____ credits to graduate from high school.
2. What course is required all four years of college?

   _____
3. One unit of required science must be _____, and must be a _____ _____.
4. You must pass the _____ Test in order to graduate.
5. The unit of health and _____ must be taken in the 9th grade.
6. What social studies must be taken in the 9th grade?

   _____
7. What social studies must be taken in your 11th grade year?

   _____
8. _____ units of math are required for graduation.
9. You must take _____ electives while in high school.
10. You are expected to register for _____ periods each semester.
11. Which of the following is a vocational elective?

    a. Biology
    b. French
    c. Agriculture
12. Which of the following are required courses?

    a. Government Economics
    b. Algebra
    c. Biology
    d. Band

13. Of the credits you must earn in the 9th grade, one must be:

    a. Geometry
    b. U. S. History
    c. Health P.E.

14. How many credits will you earn during your 9th-grade year, assuming you pass all the courses you take?_____

15. Which of the following are electives?

    a. Typing
    b. English
    c. Chemistry
    d. Auto Mechanics

16. a. Is there a prerequisite for Teen Living? _____

    b. Is it a semester or a year course?_____

    c. How much credit will you receive for the semester?

    _____

17. a. Is there a prerequisite for Geometry?_____

    What? _____

    b. Is it a semester or a year course? _____

    c. How much credit will you receive for the year?_____

18. a. Is there a prerequisite for Business Law?_____

    b. Is it a semester or a year course?_____

    c. How much credit will you receive for the year?_____

19. List the three Second Languages offered:

    _____, _____, _____

20. How many years can you take Physical Education?_____

21. If you are are taking Standard English, what code would be beside the course title?_____

22. If you plan to go to college, which Physical Science course should you take?

    a. S.N.
    b. C.P.
    c. B

23. How many course levels are there?_____

    Name two: _____, _____

24. What is the definition of prerequisite?

    _____

    _____

25. How many credits must you pass before being promoted to the 10th grade?

    a. 6
    b. 4
    c. 7

26. If you are participating in the _____, you must maintain an overall GPA of 3.0.

27. The Scholars Program requires _____ years of math, _____ years of science, and _____ years of foreign language.

PLANNING FOR HIGH SCHOOL

Pre-Post Test

1. A credit is:
   a. What you earn when you satisfy the requirements of a course
   b. What you receive when you overpay your bills
   c. Lending someone money
   d. When you pay a bill

2. How many credits will you earn this school year assuming you pass all courses you are taking?_____

3. Which of the following is a vocational elective?
   a. English
   b. Cosmetology
   c. U. S. History

4. Which of the following is a required course?
   a. Biology
   b. French
   c. Cosmetology

5. To be promoted to the 10th grade, you must have earned _____ credits and scored at or above the _____ percentile on the C.A.T.

6. Of the credits you have earned in junior high school, how many will you carry to high school? Explain.
   a. 2
   b. 4
   c. 6
   d. 5

7. Of the credits you must earn in the 9th grade, one must be:
   a. French
   b. Band
   c. English

8. To graduate from high school, you must earn _____ credits and pass the _____ test.

9. As a sophomore next year, you will be required to take _____ classes
   a. 4
   b. 5
   c. 6

10. As a student, you may be exempted from Physical Education if you enroll in and complete _____ classes each year in grades 10 to 12. (A medical excuse also exempts a student from P.E.)

MINIMUM ADMISSIONS REQUIREMENTS
at the Sixteen Institutions
of the UNIVERSITY OF NORTH CAROLINA

For the Class of 1990 and beyond, the following courses will be required for admission, in addition to an institution's own specific requirements:

In English, four course units emphasizing grammar, composition, and literature;

In mathematics, three course units including Algebra I, Algebra II, and Geometry, or a higher level mathematics course for which Algebra II is a prerequisite;

In science, three course units including
- at least one unit in a life or biological science (for example, Biology)
- at least one unit in a physical science (for example, Physical Science, Chemistry, Physics), and
- at least one laboratory course; and

In social studies, two course units including one unit in U.S. History; but an applicant who does not have the unit in U.S. History may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

In addition, it is recommended that prospective students complete at least two course units in one foreign language, and take one foreign language course unit and one mathematics course unit in the twelfth grade.*

"Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school as well as those taken while enrolled as a high school student.

*Private colleges and universities may not have a foreign language requirement.

NORTH CAROLINA HIGH SCHOOL GRADUATION REQUIREMENTS

English	4 units
Mathematics	3 units (to include Algebra I)
Science	3 units (to include Biology and a physical science)
Social Studies	3 units (government economics, U.S. History, and world studies)
Health and Physical Education	1 unit
Electives	6 units
	20 units TOTAL

ACADEMIC SCHOLARS PROGRAM COURSE OF STUDY

The Academic Scholars Program requires:

Units	Program Area
4	English
3	Mathematics (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite -- three (3) units must be taken in grades 9-12)
3	Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)
3	Social Studies (Government Economics, U.S. History, one world studies course)
2	Foreign Languages (two levels of the same language)
1	Health Physical Education
2	Additional units, selected from among English, Mathematics, Science, Social Studies, or Foreign Language courses
4	Electives
22	TOTAL

NOTE: Adopted by State Board of Education on March 8, 1990. This is the single plan applicable to graduates effective with the Class of 1994. This plan is an option for the classes of 1990 through 1993.

REQUIREMENTS FOR GRADUATION

Credits needed to graduate: _____

Subject Areas	Name of Class and Credit Given	Total Credit
Language		
Math		
Social Studies		
Science		
Physical Education		
Other (list)		

PROGRAM OF STUDY

My program of study is: _____

Credits needed for this program: _____

Subject Areas	Name of Class and Credit Given	Total Credit
Language		
Math		
Social Studies		
Science		
Physical Education		
Other		

ELECTIVES

I will take the following electives:

_____	_____	_____
_____	_____	_____
_____	_____	_____

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.05 Recognize the need for basic educational and occupational skills.

TIME: .5 hours

OUTLINE	STRATEGIES/ACTIVITIES
Educational, technical, and occupational skills will be needed for the following areas: A. Competition in the future workplace B. Lifestyle C. Citizenship	C3 1. Working in groups or individually, have students determine how educational, technical, and personal skills relate to a bicycle or other objects. Use worksheet titled "ETPS and the Bicycle." Note: Sheet one could be a bulletin board to introduce the lesson. (Four sheets of paper will be needed.)
	C3 2. Have groups or individuals report findings to class for discussion.
	C3 3. Have students complete worksheets according to directions: a) "What Could I Do" b) "Basic Education Skills - They are Important" c) "What's This Stuff Good For, Anyway" d) "Learning About Jobs"
	C3 4. Have students complete worksheets titled "Skills from School Experience Worksheet" and or "Occupational Patterns."

C3 5. Have students relate amounts of potential subjects to skill levels.

C3 6. Have students complete worksheets titled "Personal Study," "Personal Guides to Selecting an Occupation," and "Worker Attitudes."

C3 7. Have students complete worksheet titled "Your Career Your Skills - A Comparison."

RESOURCES:

Occupational Information Guidance Curriculum Guide
Occupational Outlook Handbook (OOH)
Worksheets: Learning About Jobs
ETPS and the Bicycle
What Could I Do
Basic Education Skills - They Are Important
"What's This Stuff Good For, Anyway"
Skills from School Experience
Occupational Patterns
Your Career Your Skills - A Comparison
Careers, A Beginning
Career Aids

PERSONAL STUDY

Knowing yourself is very important. Knowing how you think about yourself and your work is one important part of knowing yourself.

Going to school is really one of your jobs right now. Read all of the material below and honestly rate yourself as to how good a job you are doing in school. Use a scale of 1 to 5 to rate yourself.

1 = hardly ever
2 = sometimes
3 = often
4 = very often
5 = most of the time

A. RESPONSIBILITY

Honest _____ Loyal _____ Try hard _____ Good attendance _____

B. HABITS

Follow instructions _____ Finish jobs on time _____

Need little supervision _____ Make few mistakes _____

Work safely and carefully _____ Respect tools, equipment _____

Do extra tasks _____

C. MATURITY

Have good manners _____

Get along with others _____

Do not get mad when corrected _____

Able to say what you mean to say _____

Know what you can do and can't do _____

Like what you do _____

TEACHER: Students should do this as a personal activity. The items are excellent discussion topics in class to show how school relates to work and how to develop common understandings for the rest of this book.

LEARNING ABOUT JOBS

Education Training Necessary
(Place an X or a check mark in appropriate columns):

In order to become a:	I WOULD NEED no training	HS diploma	business tech. school	apprentice	college degree
barber					
writer					
stock clerk					
teacher					
minister					
factory worker					
electrician					
lawyer					
garbage man					
plumber					
farmer					
telephone lineman					
switchboard operator					
salesperson					
delivery boy, delivery girl					
waiter, waitress					
housekeeper					
janitor					
store manager					
own, run a store					
dental assistant					
medical technician					

nurse					
doctor					

actor, actress					
taxicab driver					
run a garage					
politician					
street cleaner					
bus driver					
singer					
TV engineer					
policeman					
fireman					
secretary					
file clerk					
government office worker					
mayor					
player in symphony orchestra					
stunt man, stunt woman					
TV personality					
disc jockey					
talk show host					
Some of your own:					

PERSONAL GUIDES TO SELECTING AN OCCUPATION

Listed below are some personal guides to help you select an occupation. Read through each section and check the items that best describe the way you think or feel about yourself and work. You may check more than one item under each section.

INTERESTS

I WOULD LIKE TO WORK: ___indoors ___outdoors ___with tools ___with machinery ___with numbers ___with new facts ___with people ___creating art ___reading and writing ___with music ___helping people

APTITUDES

I AM ABLE TO: ___understand words and ideas ___learn things easily ___move my fingers quickly and accurately ___be accurate and fast with numbers ___see mistakes easily ___act quickly ___move my body easily ___work well with my hands ___see color differences easily ___have good physical strength

VALUES

VALUES IMPORTANT TO ME ARE: ___advancement ___adventure ___competence ___honesty ___loyalty ___leadership ___power ___security ___service to others ___wealth ___truth ___family ___religion

PERSONALITY

PERSONALLY, I AM: ___quiet ___outgoing ___always busy doing things ___planning ahead ___happy with whatever happens ___uncertain ___impulsive ___proud ___embarrassed easily

JOB CLUSTERS

THE AREA IN WHICH I WOULD LIKE TO WORK IS: ___business-office ___health ___marketing-distribution ___communications-media ___manufacturing ___hospitality-recreation ___personal service ___construction ___agriculture ___transportation ___public service ___natural resources ___marine science ___fine arts-humanities ___consumer-homemaking

EDUCATION

MY TWO FAVORITE SUBJECTS ARE: ___agriculture ___art ___business ___English ___foreign language ___health ___home economics ___industrial education ___math ___music ___physical education ___science ___social studies

PLANS

I PLAN TO: ___complete high school ___get vocational or technical training ___go to college

List jobs in which your personal traits would be useful, and tell why:

Job_____ _____

_____

Job_____ _____

_____

Job_____ _____

_____

MORE ON KINDS OF JOBS AND WHERE

Follow directions from previous page.

SCHOOL DISTRICT:

TELEPHONE COMPANY:

CITY HALL:

NEWSPAPER PLANT:

CANDY FACTORY:

INSURANCE COMPANY:

OCCUPATIONAL PATTERNS

A. You can probably think of several jobs you could get after graduating from high school. These are called Entry-Level jobs, and usually require no special school training. Examples of Entry-Level jobs are: Factory Worker (Assembler), Warehouse Worker, Store Clerk, and Gardener.

See how many other Entry-Level occupations you can think of:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

B. Jobs that require additional training after high school, either in a vocational, technical, or "trade" school, are called Vocational-Technical jobs. Dental Assistant, Secretary, Welder, and Machinist are examples of Vocational-Technical occupations.

See how many more you can think of:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

C. College-level occupations are those that require two or more years of college. Examples of these would be: Accountant, Biologist, Lawyer, and Psychologist.

What others can you think of

_____ _____

_____ _____

_____ _____

_____ _____

SKILLS FROM SCHOOL EXPERIENCE WORKSHEET

List the school subjects you enjoy the most or do best in.

_____ _____ _____

_____ _____ _____

What skills do these subject require. (Examples: Math requires analytical skills, ability to use abstract concepts, work with numbers; shop class involves working with your hands, designing and measuring.) List your top three subjects and corresponding skills below.

Subject	Skills	
_____	_____	_____
	_____	_____
	_____	_____
Subject	Skills	
_____	_____	_____
	_____	_____
	_____	_____
Subject	Skills	
_____	_____	_____
	_____	_____
	_____	_____

Think about which of the skills you listed that you enjoy doing. Write them here.

_____ _____ _____

_____ _____ _____

Are there any of these skills that you would like to improve If so, write them here.

_____ _____ _____

_____ _____ _____

WORKER ATTITUDES

Read the following stories about these seven people and their work attitudes.

A. Flora got her job because the employer needed her. She was always at work at least fifteen minutes early so she could get any special instructions, and so she could talk to her friends before work started. Flora always told her employer at least one day in advance if she had to be absent.

_____

B. Eric was a good worker. One day he asked his boss if he could spend some time doing an extra task other than his usual job. Eric knew the extra work would save material and the boss could save some money.

_____

C. Kirsti carefully listened to instructions and was usually able to finish her job tasks in the correct amount of time. However, she knew it was important to complete each job task carefully even it it took longer than planned.

_____

D. Jeff was a safe worker because he did not want to have an accident and get hurt. He took good care of the tools and always put them away carefully so they wouldn't be damaged and so he could find them easily the next time the tools were needed.

_____

E. Lynn worked without making very many mistakes. She knew that mistakes wasted time, materials, and money, so she was very careful doing all of her job tasks.

_____

F. Bob always had good manners. He tried hard to get along with the people at work. He thought of their feelings and tried not to do or say things that they would not like.

_____

G. Pete works at a hamburger stand. He has missed work many times, and has often been late to work. Several times Pete has given food to his friends without charging them for it.

TEACHER: These stories will give students a basis for answering the questions on the following page: Worker Attitudes and Personality Traits. A class discussion of these worker stories will provide valuable ideas.

WORKER ATTITUDES AND PERSONALITY TRAITS

A. List eight (8) personality traits that lead to success on the job:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

B. List six (6) personality traits that might cause a worker to lose a job:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

C. List three (3) personality traits about yourself that have caused you some concern in school or on the job and tell why:

1. _____ Why _____

_____

2. _____ Why _____

_____

3. _____ Why _____

_____

D. What does the expression "do a day's work for a day's pay" mean to you?

_____

_____

_____

_____

YOUR CAREER YOUR SKILLS

A Comparison

INSTRUCTIONS:

1. Identify a variety of careers in which you are interested in Column 1.
2. Identify the skills needed for that profession in Column 2.
3. List the basic educational skills required for the job in Column 3.
4. List personal skills which will be necessary for success on the job in Column 4.
5. Compare your skills with those needed for job success in each of the three categories.

1. Career	2. Basic Skills	3. Educational Skills	4. Personal Skills

Comparison: _____

MORE EDUCATION EQUALS HIGHER PAY AND LOWER UNEMPLOYMENT

In a way similar to the travelers in the story, a person who has no career or educational goals is less likely to succeed than someone who does. It's tough to find a good job these days that doesn't require at least a high school diploma. That alone is a good reason to finish high school and do your best in your classes.

Look at the chart that follows to see the difference in earning power for people with higher levels of education and training.

Higher Wages and Lower Unemployment for Those with More Education*

Workers with more education earn more:

	Average Earnings per Year
4 or more years of college	$ 33,443
1 to 3 years of college	23,154
High school graduate	19,844
Did not graduate high school	16,605

are less likely to be unemployed:

	Unemployment Rate
4 or more years of college	2.3%
1 to 3 years of college	4.5%
High school graduate	6.9%
Did not graduate high school	11.6%

*from the U. S. Department of Labor, OOQ, Vol 31, #3

It is clear that the more education and training you have, the better you are likely to do in your career. Some high school graduates with special vocational training can do much better than others; and some jobs, such as certain sales positions, can pay high school grads very well. But the message is clear: If you want to get ahead, get as much out of your high school experience as possible.

Doing well in school will help you get on a solid career track. Acquiring basic skills and knowledge in math, writing, reading, and other subjects is the most important career preparation you can do right now. It pays off.

SUMMARY: LEARNING ABOUT JOBS

Summarize below three job situations in which you feel you are interested and could become qualified for.

JOB	EDUCATION OR TRAINING	WHAT I WOULD NEED TO LEARN	WHAT I'D DO	WHERE I COULD FIND SUCH A JOB
1.				
2.				
3.				

"WHAT COULD I DO"

Relating Basic Skills

1. Divide class into groups.
2. Hand out the sheet "What Could I Do."
3. Go over directions with the students.
4. Instruct students to use another sheet of paper to complete assignment.
5. Discuss group results.
6. Hand out "Basic Education Skills - They Are Important."
7. Instruct students to have Occupational Outlook Handbooks available. If possible, have one per group.
8. Discuss results.
9. Review how school subjects can help and are related to occupational skills.

Handouts

"What Could I Do" (one per student)

"Basic Education Skills - They Are Important" (one per student)

Resources

Occupational Outlook Handbook, U.S. Dept. of Labor Statistics, Washington, D.C., 1984-85.

Building Your Tomorrows, Module E-8-2-G, "How Today's School Can Help You in Tomorrow's Work," p. 4.

INSTRUCTIONS

Part I

As a class group or in small groups, brainstorm jobs which would require the skills learned in the subjects listed below. Use a sheet of notebook paper to complete the assignment.

SUBJECT	JOBS WHICH WOULD REQUIRE THE SKILLS
Earth Science	_____
Industrial Arts	_____
Typewriting-word processing	_____
Home Economics	_____
Reading	_____
Drama	_____
Chorus	_____
Language Arts	_____
Algebra	_____
Arithmetic	_____
Creative Writing	_____
Biological Science	_____
Marketing	_____
Trade and Industrial Education	_____
Computer Science	_____

Add four jobs in which you are interested and brainstorm the subjects needed.

JOBS	SUBJECTS NEEDED
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Brainstorm some new and emerging jobs and try to determine subjects needed for these.

JOBS	SUBJECTS NEEDED
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

MATERIALS

Handout: "Basic Education Skills - They Are Important"
OOH
Pen or pencil

INSTRUCTIONS

Follow the directions on the handout sheet "Basic Education Skills - They Are Important."

"WHAT'S THIS STUFF GOOD FOR, ANYWAY"

Subject	Use at Home	Use in Community	Use in Workplace
Math	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Reading	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Spelling	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Language	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Science	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Social Studies	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Communicating with Others	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Health	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Physical Education	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

Economics	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Handwriting	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
Speaking	1.	1.	1.
	2.	2.	2.
	3.	3.	3
	4.	4.	4.

BASIC EDUCATION SKILLS - THEY ARE IMPORTANT!

In the boxes below, list as many subjects as you can think of which would help you in each JOB, If you get stumped, check out the section called "Training and Other Qualifications" under that job in the OOH.

Robot Maintenance	Computer Designer
Geriatrics Nurse (Look it up if you don't know what it is!)	Banker

ETPS AND THE BICYCLE

SHEET ONE

SKILLS

SHEET TWO

EDUCATIONAL AND TECHNICAL SKILL

1. Make a report
2. Solve problems
3. Use numbers
4. Think of ideas
5. Measure
6. Read
7. Write
8. Keyboarding
9. Organizing
10. Operating machinery

SHEET THREE

PERSONAL SKILLS

1. Team spirit
2. Motivated
3. Good manners
4. Good grooming
5. Set goals
6. Follow directions
7. Loyal
8. Honest
9. Dependability
10. Good body language

SHEET FOUR

Personal skills steer the worker and educational/technical skills produce the power for an individual to compete in the workplace and have a satisfactory lifestyle. Both are important. Both are necessary.

1447

1515

1516

Set Up This Page Using Sheets A

ETPS AND THE BICYCLE

Directions: 1.

2.

3.

4.

5. The first sheet could be a bulletin board.

Sheet 1 Sheet 2

Sheet 3 Sheet 4

Course: Exploring Career Decisions

Unit Title: Educational Planning

Competency: 8.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

Instructional Objectives: 8.05 Recognize the need for basic educational and occupational skills (and personal skills).

Four sheets of paper will be needed.

1. On the first sheet, have the students draw a bicycle and label it. (A time limit must be put on the first sheet so the student will have time for the other sheets.)

2. On the second sheet, have the students make a list of educational technical skills.

3. On the third sheet, have the students list ten examples of personal skills.

4. On the fourth sheet, have the students write how educational technical skills and personal skills are related to a bicycle.

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.06 Identify community and school resources available to aid in the career-planning process.

TIME: 2.5 hours

OUTLINE		STRATEGIES/ACTIVITIES
Community and school resources: A. Guidance office B. Library C. Employment Security Commission D. Community speakers E. Colleges and universities F. Military offices		1. Provide students with an overview of the available resources in LEA and school.
		2. Plan, promote, and present a mini-vocational and technical fair.
		3. Invite resources persons from community, Employment Security Commission, Chamber of Commerce, military offices, and colleges and universities to aid students in career planning.
		4. Plan, promote, and present career days.
	P2	5. Have students use the school library and or guidance office for resources in planning a career.
		6. Take a field trip to one or more of the resources listed in the outline.
	C3P	7. Working in small groups or individually, have students investigate planning a career, using information obtained from the resources listed in

the outline. (Groups or individuals could be assigned a specific job or cluster of jobs within which to relate information.)

C3P 8. Have students share results with class through reports, role-playing, skits, puppets, or group video.

RESOURCES:

School library
Guidance office personnel
Employment Security Commission
Chamber of Commerce
Personnel offices
Community speaker interviews
Colleges and universities
Military offices
Occupational Outlook Handbook (OOH)
Dictionary of Occupational Titles (DOT)

TEACHING SUGGESTIONS

UNIT: Orientation

TOPIC: Introduction to Course

ACTIVITY: Mini-Vocational and Technical Fair

OBJECTIVE: To assist students in understanding the relationship of the labs to the guidance component in the 7th grade pre-vocational program.

DESCRIPTION:

Plan a day at the beginning of each semester for all 6th, 7th, and or 8th grade vocational and technical classes in one period to assemble. During this time the instructors will be introduced and briefly explain their areas. The use of projects and materials completed by former students would be helpful in this introduction. One instructor should relate to the students how all areas are working toward common goals, i.e., to help students become more aware of themselves, recognize careers available in our country, and identify career areas that interest them. A question-and-answer period may follow if time permits.

RESOURCES NEEDED:

Multi-purpose room or media center.

NOTE: Some vocational departments will be unable to use the multi-purpose room or media center. Therefore, a group meeting would be impossible. However, it is suggested that each teacher give an overview of the 6th, 7th, and or 8th grade program and sequence.

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.07 Examine available educational and training options at various exit levels.

TIME: 2 hours

OUTLINE	STRATEGIES/ACTIVITIES		
Training options available for various exit levels: A. Tech-prep B. Military C. Apprenticeship D. Community colleges E. Vocational and technical schools F. Business schools G. Colleges and universities H. On-the-job training	C2	1.	Using the career choices chart, have students discuss options available to them.
	C3	2.	Working in small groups or individually, have students research the options available to them.
	C3	3.	Have students report findings to class.
		4.	Invite resource persons to class to speak on tech-prep and other options of interest to class members.
		5.	Show videos, filmstrips, cassettes, software, on the options available with emphasis on TPAD (Tech Prep Associate Degree).
	C3P3	6.	Have students write for information pertaining to interest areas.
	C3	7.	Have students complete worksheets in G-104 from the Occupational Information Guidance Curriculum Guide.

A3	8.	Have students participate in a career-planning questionnaire.
C3	9.	Have students complete worksheets titled "Investigating Your Educational Opportunities" and "Developing a Planning Sheet."
C3	10.	Have students complete the packet titled "The Life of a B-1 Bomber Pilot."

RESOURCES:

Research Information Sheet from Career Preparation
Military Career Guide
Educational Opportunities - The University of North Carolina
Chart Educational Guide - The NC Community College System
North Carolina Health Careers - NC Area Health Education Centers Program (AHEC)
Career Choices in NC (Newspaper by SOICC)
Getting Started: NC Jobs and Careers
College Catalogs, Bulletins

Worksheets:

Investigating Your Educational Opportunities
Developing a Planning Sheet
Career Planning Questionnaire
G-104 (Occupational Information Guidance Curriculum Guide)
The Life of a B-1 Bomber Pilot

Video: Tech Prep Associate Degree
LEA Tech Prep Resources - pamphlets, speakers
Career Choices chart

TRAINING AND EDUCATION OPTIONS

Sometimes a particular career sounds great until you find out what training you need for it. For instance, a person who likes working with animals might want to be a veterinarian. But career training for that occupation is hard. Schooling usually takes seven years, and the course work is difficult. Such a large commitment of time, money, and effort may make an occupation lose its appeal for you.

But there may be other jobs within the same field that require shorter, less expensive training. Becoming a veterinary assistant, for example, would involve less time and cost. Of course, your earnings potential is going to be lower as well. Generally, the jobs or professions that require a lot of training also result in higher income levels.

If you really want something, doing the hard work and putting in the time to get there is worth it! Let's take a look at the various kinds of education and training programs that are available.

On-the-Job Training

Some jobs require no actual training in that field before you take the job. You learn by doing. This kind of job training can last from a few days to several years. Your employer might place you under the supervision of an experienced worker or send you to classes that qualify you to work independently when you complete them.

Apprenticeships

An apprentice learns a trade by combining on-the-job training with classroom instruction. The program can last from one to six years. Most programs are sponsored by employers, government programs, and labor unions. Bricklayers, auto mechanics, carpenters, electricians, and other professional trade workers can learn all aspects of their trade through an apprentice program.

Vocational and Technical Schools

Schools like these offer programs that can last from several weeks to several years. You learn skills for jobs in business, health care, electronics, auto mechanics, and a wide range of other fields. There is usually classroom instruction combined

with hands-on training. You may receive a certificate when you complete a program. Depending on what field you're in, you may be required to take a test to receive a license before you can get a job.

Community and Junior Colleges

These schools typically offer two-year programs in which you earn an associate's degree. Some students who plan to go on to a four-year college begin in a community or junior college and transfer later. Or you can complete a program and go on to a job just as you would with a vocational or technical training program.

Four-Year Colleges and Universities

These schools provide a broad background in liberal arts covering English, psychology, science, math, history, and dozens of other fields. You can then go on to pursue a higher degree such as a master's and a doctorate. Colleges and universities are among the most expensive career preparation programs, but there are many forms of financial aid available.

The Military

The different branches of the armed forces offer many opportunities for career preparation. You can enlist in the service and learn job skills that you can use for a civilian job when you have finished your tour of duty. You can also qualify for scholarships and other forms of financial aid for career training programs and even university degrees.

Local recruitment offices can help you find out information about career possibilities through the military. Books such as The Military Career Guide and others put out by the U. S. government contain information about available programs.

Developing a Planning Sheet

Developing your career plan will require doing some thinking about what you need to do. Use this planning sheet to develop your career plan. Fill in the information called for below.

My career choice is: _____

High School

List the courses you need for admission to post-high school education and training.

Refer to Investigating My Educational Opportunities. The listing of "special entrance requirements" will tell you which courses you need to take in high school.

_____

_____

_____

_____

Post-High School Education and Training

List the type of post-high school education or training you want or need. Refer to Investigating My Educational Opportunities. Then summarize that information below. If you have more than one educational choice, select your first choice.

Type of education, training, or job needed:

_____

_____

Course of study:

_____

_____

Approximate length of time to complete:

_____

_____

Jobs Leading Toward Career Goals

List any jobs that can help you to reach your career goals. These may include part-time jobs, full-time jobs, and volunteer experiences.

Part-time jobs

_____

_____

_____

_____

Volunteer experiences

_____

_____

_____

_____

Full-time jobs

_____

_____

_____

_____

Personal Obligations-Duties

List any obligations or duties that could cause you to alter or change your plans. For example, you may have to care for your younger brother after school. If you can't think of any obligation or duty, write "none."

_____

_____

_____

Dates

Read back over the information you have just completed in this exercise. Write the dates when you plan to begin and complete each one. (Some dates can overlap, such as part-time jobs and schooling.) Be realistic about what you hope to accomplish. Take into consideration any personal obligations and duties noted above.

Experience	Dates (start to finish)
High school	
Post-high school training	
Jobs leading to career goals	
Part-time	
Full-time	
Volunteer	

CAREER PLANNING QUESTIONNAIRE

Name _____ Class _____

Directions: Read each question and circle the answer True or False, whichever you think is correct. When you have completed the questionnaire, turn the paper over and check your answers.

True False 1. Community colleges and vocational-technical schools are only for people who want training for a specific job like welding, police work, commercial art, printing, etc.

True False 2. The majority of jobs require a college education.

True False 3. In your lifetime, you will spend more of your waking time working than in any other activity.

True False 4. An apprenticeship is one way of earning while learning a job.

True False 5. The major effect of work on your lifestyle is to provide the money for attaining and maintaining a standard of living.

True False 6. Choosing a job or carefully selecting one you like and working hard to get the education or skills necessary will assure you of success.

True False 7. If you plan correctly, you are sure to get the job that is "right" for you.

True False 8. Choosing the right job carefully is important because you will be spending the rest of your life doing it.

True False 9. People who change jobs frequently usually do a good job of planning.

True False 10. You should choose a job as soon as possible so you can get the training necessary without wasting time.

True False 11. The best way to begin career planning is to take a test to find out what you should do.

True False 12. The best way to find out what an occupation is like is to get a job and try it.

True False 13. To be employable, a liberal arts graduate must go on for a graduate degree.

True False 14. Career planning or decision-making is an irreversible process.

True False 15. Most jobs do not require a particular set of talents or skills.

True False 16. Most people start their careers at about age 21 and proceed directly toward their ultimate career.

True False 17. The major field of study predicts the career of college graduates.

True False 18. There is no particular set of responsibilities for every occupation.

True False 19. Most jobs ten years from now will require at least a college degree.

True False 20. The more work experience you have, the more employable you are.

Scoring

To compute your career planning score, count the number of correct answers you have. Questions 3, 4, 15, and 18 are True and all other questions are False. A score of 18-20 is Excellent, 15-17 Good, 12-15 Fair. A score below 12 indicates you need more information before you begin career planning. Study the correct answers:

1. FALSE. While community colleges and vocational-technical schools offer programs for immediate employability, they also offer a full range of courses which are transferable to four-year colleges and universities.

2. FALSE. Employment trends through 1985 indicate that only about 25% of all job openings will require a college degree.

3. TRUE. During your lifetime, you will spend more time in work-related activities than with your family or in recreation. As a result, career planning is important because it will affect most of your life.

4. TRUE. Apprentices are paid a percentage of a journeyman's salary. You get paid for on-the-job training rather than paying for training as you would in most educational settings.

5. FALSE. Your job may influence where you will live, the kinds of friends you will have, the kinds of recreation you can participate in, and so on.

6. FALSE. Having an interest or desire in a certain job does not guarantee you will have the ability to obtain the required knowledge or skills to perform the job. Interests are a good place to begin. Abilities must be evaluated as well.

7. FALSE. Most people's abilities will qualify them for several jobs which may not be similar at all. In addition, interests change over time and people can choose different jobs requiring the same skills or abilities.

8. FALSE. The average person will change jobs at least four to six times during a lifetime. This will result because the nature of the work force will change as technology develops. Some jobs in existence now will be phased out in the future and new jobs will be created.

9. FALSE. The explanation for this question is similar to that for Question 8.

10. FALSE. If your career choice is too rigid, it may not account for predicted changes in the labor market or changes in personal interests, preferences, or values.

11. FALSE. There are no tests you can take which will tell you which jobs are best for you. Interest inventories can compare your interests with people in certain job families and achievement tests can tell you something about your skills and abilities when compared with others. This kind of information is helpful in career planning but it will not match you with a specific job or career.

12. FALSE. While this is one way of deciding whether you will like or be suited for a job, it would be time-consuming if you were to investigate several jobs in this manner. There are a number of other ways you can explore occupations: reading the Occupational Outlook Handbook, talking with someone, spending a day with someone in a particular occupation, etc.

13. FALSE. The majority of liberal arts graduate are employed without advanced degrees in business, social service, government, publishing, and elsewhere.

14. FALSE. You can change careers whenever your talents, your needs, or the labor market dictates. Your talents, skills, needs, and preferences are continuously growing and changing and are reshaped by your occupational experience. The development that occurs during this process is applicable to a variety of jobs or careers.

15. TRUE. The majority of jobs, except for the highly technical and specific ones, can be accomplished in a variety of ways by people who have differing sets of talents and skills. Most people are hired for their potential to learn and advance within the organization.

16. FALSE. The career development of most people is filled with changes because people change and the nature of their work changes. The skills and knowledge learned in one occupation can be applied to others, e.g, teaching skills can be and have been applied by teachers who have become realtors, car salespersons, consultants, etc.

17. FALSE. This is true for high school graduates and liberal arts college graduates. People with broadly based educations find themselves choosing work not directly related to their major field of study. For example, an English major may become a business manager, reporter, teacher, salesperson, etc. Even in the highly technical occupations like engineering, many engineers become managers, salespersons, etc.

18. TRUE. People in occupations having the same title often perform different tasks utilizing different skills. They may also perform the same responsibilities, but with their own style and talents.

19. FALSE. The projected employment trends through the 1980s indicate that while most jobs will require additional technical training, either formal or on the job, fewer than 25% of all jobs will require a college education.

20. FALSE. While previous work experience is important in applying for a job, employers look for people who have the potential to learn and grow with the company. Experience may make the difference between two equally qualified people, but it is only one factor used in the hiring process.

INVESTIGATING YOUR EDUCATIONAL OPPORTUNITIES

There are many different educational opportunities available. The choices you make will depend on your career plan.

Listed below are educational choices you may have after you graduate from high school. Learn about these opportunities. Then decide which of these will help you meet your career goal.

My career goal is _____.

1. Education and training choices are listed below. If you think the type of training listed would be helpful to you, put a check next to it. If it would not be helpful to you, write NA (not applicable).

Educational Choices

_____ Adult High School Courses

_____ Vocational Education

_____ Armed Services

_____ Workshops

_____ Private Schools

_____ Technical-Vocational Centers

_____ Junior or Community Colleges

_____ Colleges and Universities

2. Select one of the educational choices you checked in Number 1. Locate two or three schools of that type that you might be able to attend. For each school, list as much of the following information as possible. (Hint: The guidance office in your high school or your public library may be able to help you.)

Example:

Name of school: Milwaukee School of Engineering

Special entrance requirements: diploma from high school, college Algebra, Geometry, Trigonometry.

I plan to study: mechanical engineering

Length of time needed: 4 years to earn Bachelor of Science degree

Approximate cost per year (or session): $6,800 per year tuition

Approximate cost of special equipment needed: books estimated at $250 per year

Name of school: _____

Special entrance requirements: _____

_____

Course of Study I plan to follow: _____

_____

Length of time needed: _____

Approximate cost per year (or session): _____

Approximate cost of special equipment needed: _____

Name of school: _____

Special entrance requirements: _____

_____

Course of study I plan to follow: _____

Length of time needed: _____

Approximate cost per year (or session): _____

Approximate cost of special equipment needed: _____

Follow-up Questions:

Compare the information you have gathered on the schools. Then summarize what the information tells you about preparing for your career.

1. Special entrance requirements:

_____

_____

_____

2. Length of time needed:

_____

_____

_____

3. Costs:

_____

_____

_____

Pre-Vocational Education

Examining available education and training options

1. On the board, make a list of occupations students are interested in investigating.

2. Rank occupations in order of most interest.

3. Invite resource speakers to the class to discuss occupation, training, and other requirements.

   Note:
   - This activity may be used as a part of a club's program.
   - You may want students to aid in the process of finding and inviting these speakers.

   Other ideas:

   a. Invite speakers from schools and places that offer training programs (see example of list provided). Yellow pages are a great resource; so are volunteer programs, such as retired persons, etc. You may wish to contact the Chamber of Commerce or other civic organizations. Begin a "Speaker" file.

   b. Encourage students to write for information such as:
      - college catalogs (see sample letter);
      - occupational information (see O.O.H. for address).

   c. Give students list of colleges and addresses (see Technical Institutes and Community Colleges).

   d. Explain what an apprenticeship is (see "Apprenticeship in North Carolina").

Activities and instructions:

Activity 1 Using the telephone directory and other resource listings, make a list of potential resource speakers. Write the information on the activity sheet.

Activity 2 Using the handout sheet "Write for College Information" and listings your teacher may provide, write for information from a school or training center of your choice.

Activity 3 Read the handout sheet "Apprenticeship in North Carolina." Find out about available apprenticeship programs in your community. If information is not available locally, write the North Carolina Department of Labor and ask for information.

Write for College Information

You can get college and technical school applications and catalogs by writing letters to the community colleges and technical schools. Find the names of schools under "Schools" in the telephone directory or get them from your teacher.

Write to the school of your choice. Write to the admissions office. Type or write with dark ink or unlined paper. Below is a sample letter.

Ideal Junior High School
508 Upright Drive
Excellence, North Carolina
28888

Date

Director of Admissions
Stones Corner Community College
Stones, North Carolina 28709

Dear Director:

I am a ninth-grade student at Ideal Junior High School in Excellence, North Carolina. Our Occupational Exploration class is preparing a display of college materials for the Career Center. We would like to have a catalog, a sample application form, and any other information that would help us to become more informed about Stones Corner Community College.

Thank you.

Sincerely,

Jim Thorne

"The Life of a B-1 Bomber Pilot"

by John Mooy

Major Cliff Wippel of the United States Air Force readied himself to climb aboard the sleek B-1 Bomber. A pilot in charge of three other crew members, Major Wippel had first dreamed of flying after spending part of a day at Boeing Field in Seattle, Washington, with his Cub Scout troop. As a wide-eyed youngster (and admirer of Sky King), he thought airplanes must certainly be piloted only by those with superhuman qualities and abilities. But his dream of flying and that day at the airfield never completely vanished from his mind's eye.

As a young adult, Cliff first joined the army after spending two years as a student at a small college in central Washington. At that time during the 1960s, the United States was involved in a military conflict in Vietnam, a small country in Southeast Asia. The army trained Cliff to be a radio operator and he successfully performed that job in Vietnam while serving his tour of duty. After being honorably discharged from the army, most young men ventured back into civilian life -- but not Cliff Wippel.

In 1973 he enlisted in the United States Air Force and his dream of flying became a distinct possibility. As a second lieutenant, there was much to be learned about airplanes; hours and hours of classroom instruction and book work are necessary in transforming an individual into a first-rate pilot. An air force pilot is expected to be sound of mind and body in order to perform to the very best of his abilities. Cliff Wippel was up to the challenge.

On July 25, 1973, at Williams Air Force Base in Phoenix, Arizona, Second Lieutenant Wippel sat in the cockpit of a T-37 twin-engine training jet awaiting clearance for takeoff from the control tower -- his first solo flight. With clearance granted, the small plane moved down the runway until it reached liftoff speed (115 mph), at which time Pilot Wippel gently eased back on the control "stick" and the plane lifted from the runway and was airborne. (Can you imagine the sensation of lifting off planet Earth by yourself and having no one else to help you get back down safely.) This flight was just the beginning. Needless to say, Second Lieutenant Wippel guided that T-37 safely back to Earth.

What followed would be new geographic locations and more training. Time would pass quickly at places like Wurtsmith AFB, Michigan, Peterson AFB, Colorado, and Plattsburgh AFB in upstate New York. While stationed in Plattsburgh, and then serving in the rank of major, Wippel was summoned to Dyess AFB in 1981; Dyess is located in Abilene, Texas, approximately 130 miles west

of Ft. Worth. While there, Major Wippel trained to pilot the newly-constructed B-1 Bomber. His days of training were intense -- three months of academics and two months of flying. The academic work consisted mainly of learning the "systems" of the B-1, the hydraulic system (wing sweeps and flaps), environmental control systems, and the fuel and engine systems. An understanding of computers is vitally necessary, for the B-1 has seven computers that must be correctly programmed for each flight.

The B-1 is very impressive in appearance and performance. Built at a cost of $280 million, the B-1 is capable of going from coast to coast in three and one-half hours, or approximately 100 miles every 12 minutes. It was designed to perform best at very low levels of flight while paralleling the contour of the land.

The B-1 crew consists of four members. Up front there is a pilot and co-pilot and in the two rear seats an offensive systems operator and a defensive operator. The plane possesses no weapons for defense and must, therefore, depend upon speed and stealth as its defense. Its low-level flying makes the B-1 difficult to pick up on radar.

Each time the B-1 is prepared for flight, a well-defined procedure must be followed. This procedure requires two to three hours of planning. In the general plan, the crew will discuss normal procedures of the flight, emergency procedures, and the flight plan. The flight plan will describe the route to be taken and will include preparation of maps and charts to check visually positions while in flight. Radio points are established which then allow the crew to guide the plane from one radio point to another (sort of a dot-to-dot across the country). All the crew members must know exactly what to do according to plan and what to do if the flight plan needs alterations or an emergency arises. Split-second decisions, commitment to perfection, and the crew working as a unit are absolute musts. The margin for error while flying the B-1 Bomber is minimal. Each man on board carries with him tremendous responsibility. As the pilot, Major Wippel is also in charge of the rest of the crew, a job made easier by the talent of each crew member.

Once on board, the crew settles into their somewhat restricted seating positions. This is not just another flight. Each time a plane piloted by Major Wippel lifts off the runway, it is proof that a young boy or girl can dream a dream, chase a dream, and even catch a dream.

Name _____

CAREER ACTIVITIES

The armed services offer many training opportunities for people interested in entering the military after high school. There are five branches of the armed services in the United States. Find out what they are and name them below.

1. _____
2. _____
3. _____
4. _____
5. _____

In "The Life of a B-1 Bomber Pilot," Major Wippel spent time at several different air force bases in the country. The ability to move and relocate is necessary in a military career. What are three advantages of moving frequently?

1. _____
2. _____
3. _____

What are three disadvantages?

1. _____
2. _____
3. _____

Is living in different locations something you would enjoy doing? Explain your answer.

_____
_____
_____

The job of an airplane pilot requires extensive training. Normally military pilots are required to have a four-year college degree and to complete a two-year training program. A pilot must also be willing to retrain throughout his or her career.

1. Use examples from the article to explain how Major Wippel trained and retrained for his career as a pilot.

_____
_____

2. Why do you think it's important for a pilot to continue to retrain?

_____
_____

3. Think about a career you might choose. Why will you need to continue to learn new skills for that job?_____

The article stated that an Air Force pilot is expected to be "sound of mind and body." What do you think that means?

_____

_____

Pilots in the armed services must pass the most demanding physical tests of any job. They must have 20-20 vision and good eye-hand coordination. Why must a pilot be in good physical condition?

1. _____
2. _____
3. _____

Name three other careers that might have physical requirements for entrants.

1. _____
2. _____
3. _____

Other characteristics a pilot needs are to be self-confident and to be able to remain calm. Find examples from the article that show Major Wippel has these characteristics._____

_____

_____

_____

Find examples from the article that show why members of the pilot crew need to be able to follow directions._____

_____

_____

_____

What do you think Major Wippel meant when he said the crew must "work as a unit"?

_____

_____

_____

From the article, name two other characteristics important for an airplane pilot.

1. _____
2. _____

TECH PREP CURRICULUM
High School Graduation Requirements

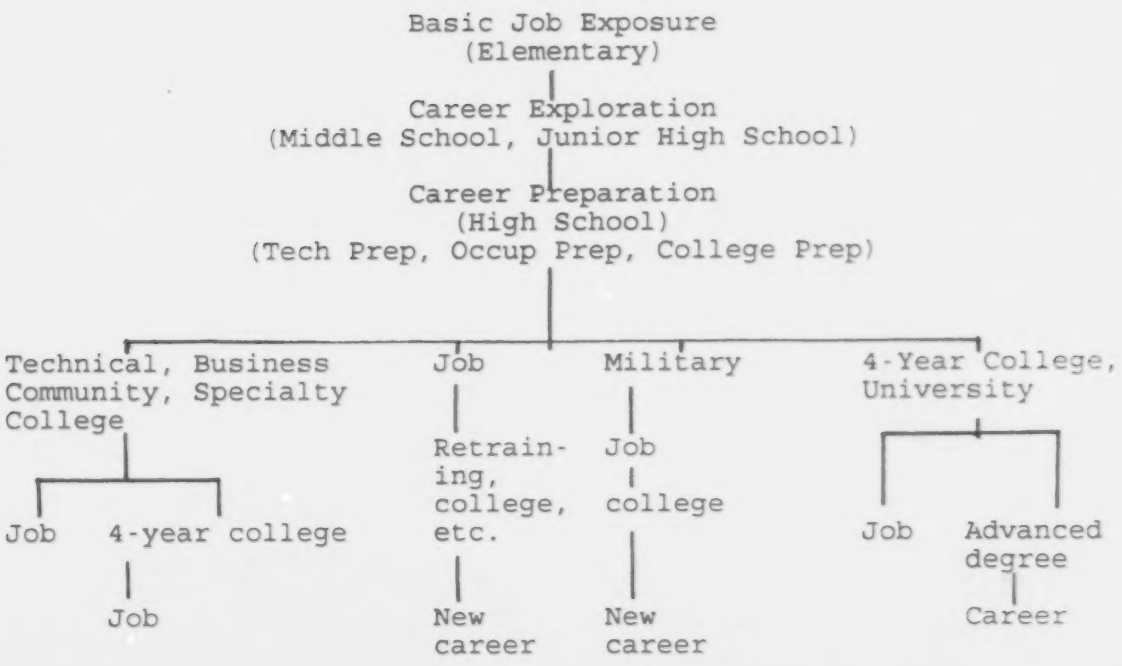
Units Required	Course Sequence	9th Grade	10th Grade	11th Grade	12th Grade
4	English:	English 9	English 10	English 11	English 12
3	Science Options				
	1.	Physical Science	Biology	Chemistry	Prin.of Technol. II
	2.	Physical Science	Biology	Prin.of Technol.I	Prin.of Technol. II;Earth Science
	3.	Physical Science	Biology	Earth Science	
	4.	Physical Science	Advanced Biology	Chemistry	
	5.	Biology			
3	Social Studies	Govern-ment Economics	World Studies	U.S. History	

3	Math Options: 1. 2. 3. 4.	Technical Math Pre-Algebra Algebra I Geometry Technical Geometry	Algebra I Algebra I Geometry Technical Geometry Algebra II	Geometry Technical Geometry Geometry Technical Geometry Algebra II Advanced Math	
1	Health P.E.:	Health P.E. I			
5-6	Vocational:	Completion of vocational sequence			
*1-5	Electives:	*Only 20 units are required for graduation			

**Any course sequence, except English and Vocational, may be started in the 10th grade.
Health, P.E. may be taken at any grade level.

1543

CAREER CHOICES CHART



(Enlarge on poster board for classroom use and discussion.)

GENERAL INFORMATION ON ENLISTED OCCUPATIONS

Enlisted members are the supervisors and workers who carry out and maintain the day-to-day operations of the military. Their role is like that of a company supervisor or employee. Enlisted members perform jobs that, in civilian life, are called trade, craft, clerical, and technician jobs. Enlisted members may also supervise other enlisted members. As supervisors, enlisted members are responsible for the well-being of other enlisted members who serve in their units and for the care of equipment and property under their control. Overall, the services have available a broad range of enlisted occupations that require personnel with various knowledge, skills, and abilities.

Military Enlisted Occupations

Besides being the largest employer in the nation, employing 1.8 million enlisted men and women, the military offers the widest choice of career opportunities. Together, the five services offer training and employment in over 2,000 enlisted job specialties. To help you explore the enlisted world of work, these 2,000 specialties are grouped into 134 enlisted occupations in this book. The 134 occupations are organized into 12 broad groups:

- Human Services Occupations
- Media and Public Affairs Occupations
- Health Care Occupations
- Engineering, Science, and Technical Occupations
- Administrative Occupations
- Service Occupations
- Vehicle and Machinery Mechanic Occupations
- Electronic and Electrical Equipment Repair Occupations
- Construction Occupations
- Machine Operator and Precision Work Occupations
- Transportation and Material Handling Occupations
- Combat Specialty Occupations

Figure 1 shows the distribution of enlisted members across the 12 occupational groups.

Figure 1
Distribution of Enlisted Personnel by Occupational Group

1. Human Services
2. Media and Public Affairs
3. Health Care
4. Engineering, Science, and Technical
5. Administrative
6. Service
7. Vehicle and Machinery Mechanic
8. Electronic and Electrical Equipment Repair
9. Construction
10. Machine Operator and Precision Work
11. Transportation and Material Handling
12. Combat Specialty

The population of a military base or a naval fleet often equals that of a small to mid-sized city. Like cities, the military needs many services, supplies, and utilities (such as electricity and communications) in order to be self-sufficient. Therefore, the military services have a wide spectrum of occupations.

Over 75 percent of all military occupations have counterparts in the civilian world of work. For example, dental hygienist, air traffic controller, computer programmer, aircraft mechanic, and electronic technician occupations exist in both the military and civilian work forces.

Enlistment

Since 1973, military service has been totally voluntary. Each year, the services rely on the voluntary enlistment of over 300,000 young men and women to fill the occupational needs of the Army, Navy, Air Force, Marine Corps, and Coast Guard.

General Enlistment Qualifications The general qualifications for military enlistment are shown in Table 1. The specific requirements may vary, depending on the individual service.

Service Obligation Joining the military involves entering into a legal contract called an enlistment agreement. The service agrees to provide a job, pay, benefits, and occupational training. In return, the enlisted member agrees to serve for a certain period of time, which is called the service obligation. The standard service obligation is eight years, which is divided between full-time military duty, called active duty, and reserve duty. Depending on the enlistment program selected, enlisted members spend between two and six years on active duty, with the balance of the eight-year obligation period spent in the Reserves.

Enlistment Programs Enlistment programs vary by service. The services adjust the programs they offer to meet changing recruiting needs.

Major enlistment options include cash bonuses for enlisting in certain occupations, guaranteed choice of job training and assignments, and the Delayed Entry Program (DEP). Currently, all services offer a DEP. By enlisting under the DEP option, an applicant delays entry into active duty for up to one year. High school students often enlist under the DEP during their senior year and enter a service after graduation. Other qualified applicants choose the DEP because the job training they desire is not currently available, but will be within the next year.

Table 1 -- General Enlistment Qualifications*

Must be between 17 and 35 years of age. Consent of parent or legal guardian required if 17.

Must be either (1) a U.S. citizen, or (2) an immigrant alien legally admitted to the U.S. for permanent residence and possessing immigration and naturalization documents.

Must meet minimum physical standards listed below to enlist. Some military occupations have additional physical standards.

Height --	For males:	Maximum - 6'8"
		Minimum - 5'0"
	For females:	Maximum - 6'8"
		Minimum - 4'10"

Weight -- There are minimum and maximum weights, according to age and height, for males and females.

Vision -- There are minimum vision standards.

Overall Health -- Must be in good health and pass a medical exam. Certain diseases or conditions may exclude persons from enlistment, such as diabetes, severe allergies, epilepsy, alcoholism, and drug addiction.

High school graduation is desired by all services and is a requirement under most enlisted options.

Must make the minimum entry score on the Armed Services Vocational Aptitude Battery (ASVAB). Minimum entry scores vary by service and occupation.

Must meet standards designed to screen out persons likely to become disciplinary problems. Standards cover court convictions, juvenile delinquency, arrests, and drug use.

May be either single or married; however, single persons with one or more minor dependents are not eligible for enlistment into military service.

On a case-by-case basis, exceptions (waivers) are granted by individual services for some of the above qualification requirements.

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*Each service sets its own enlistment qualification requirements. If you are interested in a specific service's enlistment requirements, contact a military recruiter.

High School Graduates The military encourages young people to stay in high school and graduate. Research has shown that high school graduates are more likely to be successful in the military than nongraduates. Therefore, the services accept very few non-high school graduates.

Enlisting in the Military

Enlisting in the military involves a four-step process.

Step 1: Talking with a Recruiter If you are interested in applying for one of the military services, you must talk with a recruiter from that service. Recruiters can provide detailed information about the employment and training opportunities in their service, as well as answer specific questions about service life, enlistment options, and other topics. They can also provide details about their service's enlistment qualification requirements.

If you decide to apply for entry into the service, and the recruiter identifies no problems (such as a severe health problem), the recruiter will examine your diploma or other educational credentials. The recruiter will then schedule you for enlistment processing.

Step 2: Qualifying for Enlistment Enlistment processing occurs at one of the 68 Military Entrance Processing Stations (MEPS) located around the country. At the MEPS, applicants typically take the Armed Services Vocational Aptitude Battery (ASVAB) and receive medical examinations to determine if they are qualified to enter the service.

ASVAB results are used to determine if an applicant qualifies for entry into a service and if the applicant has the specific aptitude level required to enter job specialty training programs. If you have taken the ASVAB in high school or postsecondary school, you can qualify for entry into the military services, provided the scores are not more than two years old. Applicants with current ASVAB scores are not required to take the ASVAB a second time.

Step 3: Meeting with a Service Classifier A service classifier is a military career information specialist who helps applicants select a military occupational field. For example, if you were applying for the service, the classifier would inform you of service job training openings that match your aptitudes and interests. Specifically, the classifier would enter your

ASVAB scores into a computerized reservation system. Based on your scores, the system would show the career fields and training programs for which you qualify and when job taining would be available.

After discussing job training options with the classifier, you would select an occupation and schedule an enlistment date. Enlistment dates may be scheduled for up to one year in the future to coincide with job training openings. This option is called the Delayed Entry Program (DEP).

Following selection of a military training program, you would sign an enlistment contract and take the oath of enlistment. If you chose the DEP option, you would return home until your enlistment date.

Step 4: Enlisting in the Service After completing enlistment processing, applicants who select the immediate enlistment option receive their travel papers and proceed to a military base for basic training. Applicants who select the DEP option return to the MEPS on their scheduled enlistment date. At that time, applicants officially become "enlistees" (also known as "recruits") and proceed to a military base.

In the uncommon event that your guaranteed training program, through no fault of your own, is not available on the reserved date, you have three options:

- Make another reservation for the same training and return at a later date to enter the service.
- Select another occupation and reserve training.
- Decide not to join the service and be free from any obligation.

Military Training

The military generally provides three kinds of training for its personnel:

- Recruit training
- Job training
- Continuing education

Recruit Training Recruit training, popularly called basic training, is a rigorous orientation to the military. Depending on the service, recruit training lasts from six to ten weeks and provides a transition from civilian to military life. The services train recruits at selected military bases across the country. Where an enlistee trains depends on the service and the job training to be received. Through basic training, recruits

gain the pride, knowledge, discipline, and physical conditioning necessary to serve as members of the Army, Navy, Air Force, Marine Corps, and Coast Guard.

Upon reporting for basic training, recruits are divided into training groups of 40 to 80 people, meet their drill instructor, receive uniforms and equipment, and move into assigned quarters.

During basic training, recruits receive instruction in health, first aid, and military skills. They also improve their fitness and stamina by participating in rigorous daily exercises and conditioning. To measure their conditioning progress, recruits are tested on sit-ups, push-ups, running, and body weight.

Recruits follow a demanding schedule throughout basic training; every day is carefully structured with times for classes, meals, physical conditioning, and field instruction. Some free time (including time to attend religious services) is available to recruits during basic training. After completing basic training, recruits normally proceed to job training.

Job Training Through job training, also called technical or skill training, recruits learn the skills they will need to perform their job specialties. The military provides its personnel with high quality training because lives and mission success depend on how well people perform their duties. Military training produces highly qualified workers, and for this reason many civilian employers consider military training excellent preparation for civilian occupations.

The type of job specialty determines the length of training. Most training lasts from 10 to 20 weeks, although some specialties, such as nuclear power plant operator, require over one year of training.

Military training occurs both in the classroom and on the job. Classroom training emphasizes hands-on activities and practical experience, as well as textbook learning. For example, recruits who will be working with electronic equipment practice operating and repairing the equipment, in addition to studying the principles of electronics.

At their first assignment, enlisted members continue to learn on the job. Experienced enlisted members and supervisors help service men and women further develop their skills. In addition, the military offers refresher courses and advanced training to help military personnel maintain and increase their skills. As personnel advance in rank, they continue their training with leadership and management courses.

Three services, the Army, Navy, and Marine Corps, offer apprenticeship programs for some job specialties. These programs consist of classroom and on-the-job training that meet U.S.

Department of Labor apprenticeship standards. After completing an apprenticeship program, personnel receive a Department of Labor apprenticeship certificate. To military commanders and civilian employers, these certificates demonstrate that the worker has acquired specific skills and qualifications.

For each occupation described in the Military Career Guide, a summary of the training content and length is provided.

The military strongly believes in continuing education for its members. The services offer many programs to help enlisted men and women continue their education. Enlisted members can enroll in courses to advance their skill training, obtain college degrees, improve their communications skills, or simply study subjects of general interest. Many service programs provide full or partial tuition assistance.

Duty Assignment

After job training, recruits receive specific duty assignments. Assignments are based on service job openings and the recruit's training.

All services require their members to travel. The military has hundreds of bases located in nearly all states and in many countries around the world. Military personnel routinely transfer to different bases after one-, two-, or three-year tours of duty. Regular transfers allow service men and women to gain experience in different settings and make duty assignments fair. To most recruits, the opportunity to travel is a major benefit of military service.

Women in the Military

Military women make important contributions to national defense. In the past 10 years, military women have increased in numbers from 2 percent to about 10 percent of active duty personnel.

Not only has the percentage of women risen, but the scope of women's opportunities in the military has also expanded. Women are currently eligible to enter almost 90 percent of all military job specialities. Examples of the many occupations women are now entering include helicopter mechanic, missile maintenance technician, and heavy equipment operator.

According to federal laws and policies, women may not be assigned to duty that involves a high probability of exposure to direct combat. Through studies, the services have determined which occupations have the highest probability of exposure to direct combat. Examples of these occupations include tank crew member, fighter pilot, submarine crew member, and infantryman.

Despite federal law and policies that restrict women from entering direct combat-related occupations, there are many occupational specialities open to women, and more women are serving than ever before. In addition, the commitment to integrate women into the military has never been higher. The outlook for women enlisted members in the military suggests the future will provide even greater opportunities.

Reserve Forces

Seven different forces make up the Reserves -- the Army, Navy, Air Force, Marine Corps, Coast Guard Reserves, and the Army and Air National Guard. The term "Reserves" includes all seven forces. Currently, over 1.4 million Americans serve as reservists. Each year, the military needs about 240,000 new reservists.

The Reserves are important to our overall national defense. In a national emergency, reservists can be called up immediately to serve on active duty because they are highly trained by the services and drill regularly.

During peacetime, the Reserves perform many functions to support active duty forces in our country's defense such as reconnaissance, rescue missions, air defense for the continental U.S., installation and repair of communications equipment, and transport of troops, material, and medical support.

Enlistment To enlist in the Reserves, applicants must meet physical, aptitude, citizenship, educational, and moral requirements similar to those that active duty applicants must meet. They must be between 17 and 35 years of age. Parental consent is required for 17-year-olds. Specific age standards vary with the service.

Reservists normally enlist for eight years. They serve an initial period of active duty while completing basic training and receiving job training. After the training period, which usually lasts several months, reservists return to civilian life. For the remainder of their service obligation, they attend training sessions and perform work in their job specialty one or two days per month (usually in the evening or on weekends) with their local unit. Once a year (usually during the summer), reservists participate in an active duty training session of 10 to 14 days.

Pay and Promotions Reservists are paid at the same rate as active duty members for the time they spend working or training. Pay grade and length of service determine their rate of pay.

The Reserves have promotion systems similar to, but separate from, the regular services. Reservists only compete

with other reservists for promotion: advancement is based on performance and length of service. Qualified individuals may apply for appointments as commissioned officers.

Training The military generally offers the same training to reservists as it does to active duty members. Reservists may attend the same schools and complete similar training programs. Besides basic training and initial job training, reservists may enroll in advanced training courses by correspondence or may attend regular service training classes. Because of the similarities between many military and civilian occupations, reservists' military training and duty may be helpful in their civilian careers.

Name _____

MILITARY CAREERS

There are many jobs for which you could train in the military. Listed below are descriptions of five military job specialties. Match the jobs to the students you think might be most interested in these military careers. Remember that officers must have at least a four-year college degree.

_____ ATTACHES

An attache is a military officer who finds out information about foreign countries. The attache must often meet with foreign government or military officials and must know as much as possible about a foreign country in order to make clear reports and offer advice to military commanders. Most attaches live and work in a foreign country.

_____ MACHINISTS

The military needs much equipment and machinery which can often break down. Machinists make new parts or repair old parts for the engines and machinery used in the mlitary. They have to work with their hands, must be able to use special tools and equipment, and have to be able to study a blueprint.

_____ ORDNANCE MECHANICS

Ordnance is a military word for ammunition and weapons. Weapons must be kept in top working condition and need to be handled carefully. Ordnance mechanics load ammunition on aircraft, ships, and submarines, check and repair weapons systems, assemble explosives, and defuse bombs.

_____ SPACE OPERATIONS OFFICERS

These officers manage all the activities involved in launching and recovering spacecraft. They may also command space flights or serve on the crew. In addition to being involved in all aspects of space missions, space operations officers may also plan space stations and monitor foreign space flights.

SHIPPING AND RECEIVING SPECIALISTS

The military ships supplies and equipment every day to bases all around the world. The shipping and receiving specialists prepare and package everything to be shipped, choose the transportation, load and unload crates, inspect shipped goods, and check paperwork.

Sandy

Sandy's favorite class in middle school has been industrial technology. She loves to work with her hands and create a finished product from following a plan. She is good in math and plans to take as many industrial art classes in high school as she can. She would like to learn more about mechanical drawing so she could learn to read blueprints. Which military career would be good for Sandy?

Jason

Jason likes to earn extra money after school by doing odd jobs for people such as cleaning basements or garages. He enjoys physical work but also likes to keep detailed records of the work he's done and how much he earns. He is learning to keyboard and likes to experiment with the computer. He's working on a system to keep records of all the odd jobs he does. Jason does not plan to go to college. Which military career would be good for Jason?

Ellen

Ellen's favorite parts of the school day are her math and science classes. She does extremely well in school and is recognized as a leader by her friends. She has headed many projects in her role as student council president. Ellen is also involved in the science club, and a goal of hers is to go to the space camp sponsored by NASA. Which military career would be good for Ellen?

Matt

Matt is a good student who enjoys science, particularly chemistry. He's always been interested in watching how different chemicals interact and change. Matt can spend hours working on projects he's interested in; when he is concentrating on a project, he is not easily distracted. Matt's teachers describe him as a very calm person; he works very well under stress. Which military career would be good for Matt?

Meredith

Meredith loves all classes in social studies, including geography, history, and world events. She has taken French for two years and hopes to add Spanish in high school. Meredith writes well and especially enjoys researching topics for written reports in social studies. She would like to travel someday and is planning now to go to college. Which military career would be good for Meredith?

Name _____

THE MILITARY MARKET

The military is the largest employer in the United States today. There are 2,000 job specialists for enlisted members who carry out day-to-day operations and perform jobs which require some training. There are 1,500 job specialties for officers who are the professional leaders in the military. They must have a four-year college degree. Many people join the military to help them prepare for careers both in the armed forces and in civilian life later.

1. List below some of the equipment a soldier may have needed in the past.

_____

2. Now think about and list the equipment a modern soldier might be trained to use.

_____

3. If you had chosen a career as a soldier in the past, it would be quite different from a career in the armed services today. On the back of this paper make two columns. Label one "Then" and the other "Now." List some changes (other than equipment) that have taken place. Think about transportation, methods of combat, and so on.

4. During a time of war, unemployment usually drops, as many workers are needed to produce war products. This was true in the past as well as now. Look back at the equipment list and think of some jobs which would increase during a time of war. Two examples would be tent manufacturers and textile mill workers (fabric for uniforms).

_____

_____

5. Today the different branches of the armed services advertise on television and in magazines for new recruits. They offer a variety of training programs for different careers. Think about the ads you have seen. Look through any books or information about the armed services. List at least five different careers which you could train for in the military.

_____

_____

6. Check the words below which would describe a good soldier. Be ready to defend your answers.

_____ brave

_____ outgoing

_____ cooperates with people

_____ follows directions well

_____ creative

_____ male

_____ honest

_____ gives directions well

_____ caring

_____ enjoys routine

_____ dependable

_____ helpful

_____ can make quick decisions

_____ not willing to relocate

7. During the Revolutionary War, soldiers fought for the independence of our country. During the Civil War, soldiers fought for the lifestyle and industry of their area as well as their feelings about slavery. For what issues would you be willing to go to war?

_____

_____

AIR FORCE

R O T C

Four-Year Program

Capsule Facts for Counselors

Courses

- Freshman and sophomore years -- General Military Course (GMC): The Air Force Today, and The Development of Airpower.*
- Junior and senior years -- Professional Officer Course (POC): Air Force Leadership and Management, and National Security Forces in Contemporary American Society.

General Qualifications for GMC Entry

- Be a full-time student at a school offering AFROTC.
- Meet college entrance medical standards.
- Has good moral character.
- Is at least 14 years old.
- Completes all commissioning requirements before age 26 and one-half years old if a pilot or navigator candidate.
- Fulfills all commissioning requirements before age 30.

To compete for a scholarship:

- Has U.S. citizenship.
- Is at least 17 years old.
- Must be less than age 25 as of June 30 in eligible year of commissioning to fulfill all commissioning requirements.
- Can pass the AF medical examination.

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*Membership in the General Military Course does not confer military status or commitment on the cadet unless on scholarship.

Cadet Benefits

- Scholarships with majority paying full college tuition.
- Most textbook, lab, and incidental fees paid while on scholarship.
- AFROTC textbooks and uniforms provided on a loan basis.
- College credit for all courses in most academic majors.
- $100 nontaxable monthly allowance during the academic year while on scholarship or in the POC.
- Free flying lessons for pilot candidates during the last two years.
- Free space-available military air travel.
- Orientation flights aboard Air Force aircraft.
- Visits to Air Force bases.
- Social activities -- picnics, formal dinners, sports, etc.
- Authorized salary while attending Field Training.
- Opportunity to delay entering active duty to pursue graduate degree.
- Challenging job waiting after graduation.

How to Apply

Students register for Air Force ROTC just as they would for any other campus courses. Advance credit for a portion of the freshman and sophomore curriculum may be granted for previous participation in high school Junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Scholarships and How to Apply

The majority of scholarships pay full college tuition, and most textbooks, laboratory, and incidental fees, plus a $100 monthly nontaxable allowance during the school year.

Air Force ROTC offers 4-year scholarships on a competitive basis to high school seniors and graduates who major in selected scientific and technical areas such as engineering, mathematics,

meteorology, and computer science. To qualify, they must meet all three of these minimum requirements: 2.5 high school grade-point average, top 25% of class, and score at least on SAT -- math 500, verbal 450, composite 1000 -- and on ACT -- math 20, English 19, composite 23. To apply for a scholarship, see your high school counselor or an Air Force ROTC officer at a campus offering Air Force ROTC, or write AFROTC-RROO, Maxwell AFB AL 36112-6663. Deadline for submitting the completed scholarship package is December 1 of their senior year. Apply early!

Scholarships for 2 to 3 and one-half years are also available to college students on a competitive basis. Application inquiries and submissions are made to the professor of aerospace studies during their freshman or sophomore years of college. Selections are based on scores achieved on the Air Force Officer Qualifying Test, overall grade-point average, and the rating from an interview board composed of institutional officials and Air Force ROTC staff officers.

AFROTC scholarships for 2 to 4 years are available on a competitive basis to men and women in the following career or academic areas:

- Selected engineering and scientific fields.
- Selected nontechnical academic majors.
- Navigator and missile launch officer with any major (3 and one-half, 3, 2 and one-half, or 2 years of a bachelor's degree).
- Prehealth professions (physician-osteopath only) (last 2 or 3 years of a bachelor's degree).
- Nurse (last 2 or 3 years of a bachelor's degree in nursing).

Requirements for each scholarship category may vary; therefore, applicants should see their high school counselor, professor of aerospace studies, or base education officer; or call (205) 293-2091 or write the Air Force ROTC Recruiting Division, Maxwell AFB AL 36112-6663, for more details.

CURRENT AS OF FEBRUARY 1987

APPRENTICESHIP IN NORTH CAROLINA

An Investment that Pays Off...

Lots of young men and women asking for jobs -- but none with the skills you need in your line of work. Sound familiar? Perhaps you should make use of an apprenticeship program, as thousands of North Carolina employers are doing. There are over 2,800 on-going apprenticeship programs in North Carolina. You may become part of an on-going program, or you may qualify to have an apprenticeship program exclusively for your own establishment.

A State of North Carolina-approved Apprenticeship Program Means that...

- You can hire an enthusiastic but untrained job applicant;
- You and your staff supervise the training;
- You see that the apprentice acquires the skills you know are important;
- You pay wages in proportion to your apprentice's productivity -- starting at about half of a journeyman's pay;
- You are developing a reservoir of skilled workers, many of whom are potential supervisors or foremen;
- You are instilling loyalty and increased work motivation by your interest in training your employees.

The term of apprenticeship varies from two to five years. On-the-job training is supplemented by related classes at nearby community colleges, technical institutes, by correspondence or in-house.

The apprenticeship programs provide eligible veterans entitlement to receive monthly training allowances from the U.S. Veterans Administration in addition to their wages -- for up to 36 months, depending on the length of the program and the length of the veteran's military service.

Call an Apprenticeship Rep -- to Help You. The Representative Can...

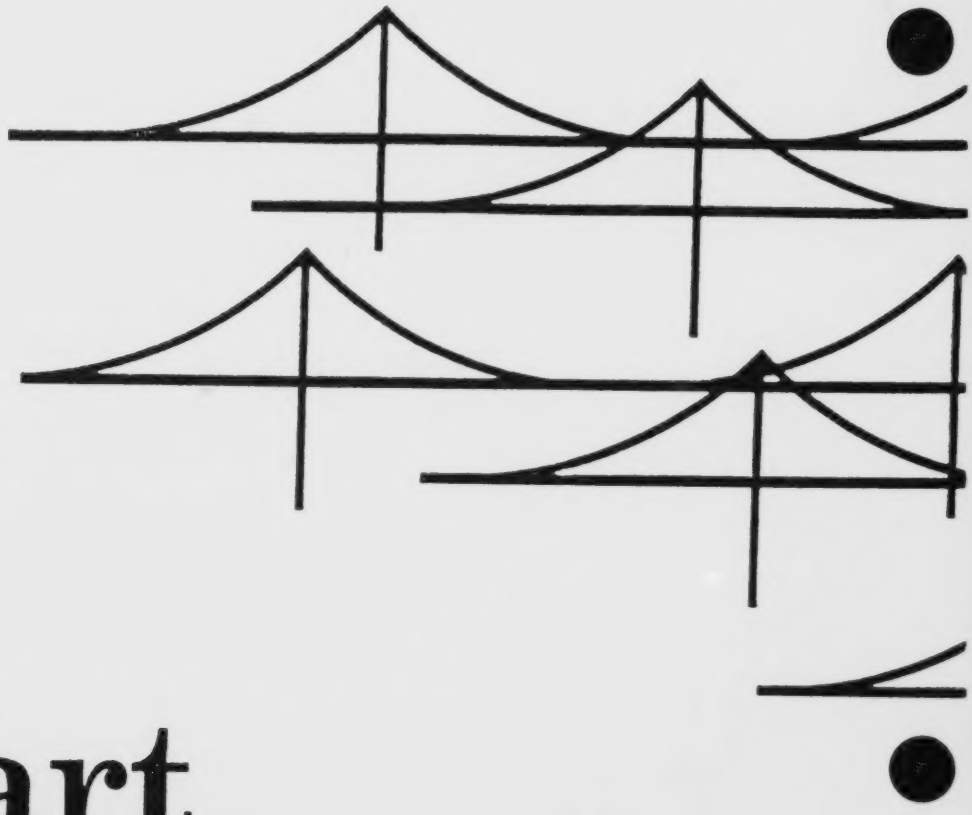
- Explain the benefits of apprenticeship training and tell you how the program works;

- Provide expert assistance in developing a training program to fit your needs.

Benefits in Hiring an Apprentice...

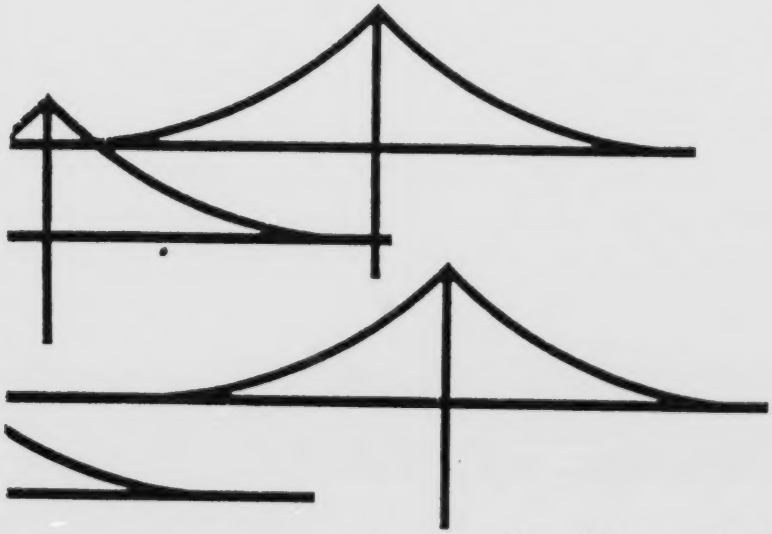
- Apprentices are productive employees. Their entrance pay and subsequent advances are earned because they are geared to increases in production;
- Apprentices become quality workmen because their training is planned and carried out in a systematic way;
- Skilled workers, trained in accuracy and precision, assure satisfied customers of high quality products.

The North Carolina Community College System



Chart

Educational Guide 1988 - 90



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RESOURCE AVAILABLE FROM:
N.C. DEPT. OF COMMUNITY COLLEGES
CASWELL BLDG. 200 W. JONES ST.
RALEIGH, N.C. 27603 1337

The North Carolina Community College System

1. **Anson Technical College**
Post Office Box 68
Ansonville, NC 28007
(704) 826-8333

2. **Asheville-Buncombe Technical College**
340 Victoria Road
Asheville, NC 28801
(704) 254-1921

3. **Beaufort County Community College**
Post Office Box 1069
Washington, NC 27889
(919) 946-6194

4. **Bladen Technical College**
Post Office Box 266
Dublin, NC 28332
(919) 862-2164

5. **Blue Ridge Technical College**
Flat Rock, NC 28731
(704) 692-3572

6. **Brunswick Technical College**
Post Office Box 30
Supply, NC 28462
(919) 754-6900

7. **Caldwell Community College and Technical Institute**
Post Office Box 600
Lenoir, NC 28645
(704) 728-4323

8. **Cape Fear Technical Institute**
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481

9. **Carteret Technical College**
3505 Arendell Street
Morehead City, NC 28557
(919) 247-3094

10. **Catawba Valley Technical College**
Hickory, NC 28601
(704) 327-9124

11. **Central Carolina Technical College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401

12. **Central Piedmont Community College**
Post Office Box 35009
Charlotte, NC 28235
(704) 373-6633

13. **Cleveland Technical College**
137 S. Post Road
Shelby, NC 28150
(704) 484-4000

14. **Coastal Carolina Community College**
444 Western Boulevard
Jacksonville, NC 28540
(919) 455-1221

15. **College of The Albemarle**
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821

16. **Craven Community College**
Post Office Box 885
New Bern, NC 28560
(919) 638-4131

17. **Davidson County Community College**
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186

18. **Durham Technical Institute**
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222

19. **Edgecombe Technical College**
Post Office Box 550
Tarboro, NC 27886
(919) 823-5166

20. **Fayetteville Technical Institute**
Post Office Box 35236
Fayetteville, NC 28303
(919) 323-1961

21. **Forsyth Technical College**
2100 Silas Creek Parkway
Winston-Salem, NC 27103
(919) 723-0371

22. **Gaston College**
New Dallas Highway
Dallas, NC 28034
(704) 922-3136

23. **Guilford Technical Community College**
Post Office Box 309
Jamestown, NC 27282
(919) 292-1101

24. **Halifax Community College**
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551

25. **Haywood Technical College**
Freedlander Drive
Clyde, NC 28721
(704) 627-2821

26. **Isothermal Community College**
Post Office Box 804
Spindale, NC 28160
(704) 286-3636

27. **James Sprunt Technical College**
Post Office Box 398
Kenansville, NC 28349
(919) 296-1341

28. **Johnston Technical College**
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

29. **Lenoir Community College**
Post Office Box 188
Kinston, NC 28501
(919) 527-6223

30. **Martin Community College**
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521

31. **Mayland Technical College**
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351

32. **McDowell Technical College**
Route 1, Box 170
Marion, NC 28752
(704) 652-6021

33. **Mitchell Community College**
West Broad Street
Statesville, NC 28677
(704) 873-2201

34. **Montgomery Technical College**
Post Office Drawer 487
Troy, NC 27371
(919) 572-3691

35. **Nash Technical College**
Old Carriage Road
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011

36. **Pamlico Technical College**
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851

37. **Piedmont Technical College**
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181

38. **Pitt Community College**
Post Office Drawer 7007
Greenville, NC 27834
(919) 756-3130

39. **Randolph Technical College**
Post Office Box 1009
Asheboro, NC 27203
(919) 629-1471

40. **Richmond Technical College**
Post Office Box 1189
Hamlet, NC 28345
(919) 582-1980

41. **Roanoke-Chowan Technical College**
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921

42. **Robeson Technical College**
Post Office Box 1420
Lumberton, NC 28358
(919) 738-7101

43. **Rockingham Community College**
Wentworth, NC 27375
(919) 342-4261

44. **Rowan Technical College**
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760

45. **Sampson Technical College**
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081

46. **Sandhills Community College**
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185

47. **Southeastern Community College**
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141

48. **Southwestern Technical College**
275 Webster Road
Sylva, NC 28779
(704) 586-4091

49. **Stanly Technical College**
Route 4, Box 5
Albemarle, NC 28001
(704) 982-0121

50. **Surry Community College**
Post Office Box 304
Dobson, NC 27017
(919) 386-8121

51. **Technical College of Alamance**
Post Office Box 623
Haw River, NC 27258
(919) 578-2002

52. **Tri-County Community College**
Post Office Box 40
Murphy, NC 28906
(704) 837-6810

53. **Vance-Granville Community College**
Post Office 917
Henderson, NC 27536
(919) 492-2061

54. **Wake Technical College**
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551

55. **Wayne Community College**
Caller Box 8002
Goldsboro, NC 27530
(919) 735-5151

56. **Western Piedmont Community College**
1001 Burkemont Avenue
Morganton, NC 28655
(704) 437-8688

57. **Wilkes Community College**
Post Office Drawer 120
Wilkesboro, NC 28697
(919) 667-7136

58. **Wilson County Technical College**
Post Office Box 4305, Woodard Station
Wilson, NC 27893
(919) 291-1195

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BEST COPY AVAILABLE

EDUCATIONAL OPPORTUNITIES

THE UNIVERSITY OF NORTH CAROLINA

1991 - 1992

The University of North Carolina is Composed of the
Sixteen Public Senior Institutions of Higher Education in North Carolina

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RESOURCE AVAILABLE FROM MIDDLE SCHOOL OR HIGH SCHOOL GUIDANCE COUNSELORS

COURSE: Exploring Career Decisions **UNIT:** Educational Planning

COMPETENCY: 008.00 The learner will explain the process of investigating educational opportunities and demonstrate related skills.

OBJECTIVE: 008.08 Prepare a tentative career development plan.

TIME: 2 hours

OUTLINE	STRATEGIES/ACTIVITIES	
A career plan should include the following: A. Self-appraisal B. Educational goals C. Future options D. Four-year high school plan	C2	1. Have students discuss the "Personalized Education Plan" as to: Definition Characteristics Contents Assessments necessary
	C3	2. Have students complete worksheets titled "Career Planning Worksheet" and "Your Career Plan."
	C3	3. Have students review information from the worksheet.
	C3P	4. Have students complete "Applying the Decision-Making Process" according to instructions given, either in groups or individually. (This may serve as a summary before students complete their plans.)
	C3P	5. Have students complete Career Development Plans using "A Personalized High School Education Plan" according to instructions. Sample plans from LEAs included.

RESOURCES:

Student assessment data or folder
High school course offerings, brochures, pamphlets
College, university catalogs
Community college, technical school, specialty school information
Career development plans
Tech prep, occupational prep, college prep information

Worksheets:

Career Planning Worksheet
Your Career Plan
Sample: personalized education plans

Handouts:

"Applying the Decision-Making Process"
"A Personalized High School Education Plan"

PERSONALIZED EDUCATIONAL PLAN

Definition:

The personalized education plan is a joint projection of the teacher and the student of high school courses and activities for four successive years that is based on preassessed needs and career goals of the student.

Characteristics:

1 - Flexible, subject to change

2 - Developed from valid data

3 - Based on many determinants

4 - Jointly planned by teacher, student, and parent(s)

5 - Includes the total development of the child

6 - Updated periodically

7 - Based on valid high school courses and activities within the community

8 - Developed with a teacher who is knowledgeable of high school course offerings and community resources

9 - Others

Assessment:

1 - Interest inventories, checklists, and surveys

2 - Impersonal observations

3 - Anecdotal records

4 - Student folders

5 - Autobiographies

6 - Biographies

7 - Achievement tests

8 - Teacher-made tests

9 - Aptitude tests and work samples

10 - Produced products

11 - Essays

12 - Others

CAREER PLANNING WORKSHEET

Review any class resources as needed to help answer these questions.

1. The career that interests me now is:

_____

_____

2. The key skills that I have and would most like to use in my career include:

_____

_____

_____

3. The classes I need to take during high school for this career path include:

_____

_____

_____

4. School-related activities I will use to help me on my career path are:

_____

_____

_____

5. Activities outside of school (volunteer work, part-time work, etc.) that make sense for me are:

_____

_____

_____

6. Education or training after high school that I need to qualify for this career includes:

7. My goals (personal or other) for the next year include:

For the next three years:

For the next five years:

8. Other comments:

TOPIC: Post-secondary Opportunities

ACTIVITY: Case Studies for Career Decisions

DESCRIPTION: Group Activity:

* Divide the class into five groups.

* Ask each group to select a recorder and a reporter.

* The group reviews:
  . information about the person, and
  . information about the job (use any available career information resources).

* The recorder writes the group's responses to the statements and questions at the bottom of the page. (Transparencies may be used with overhead for reporting.)

* The reporter prepares to report to the class a general description of their "person" and the group's responses.

A time limit may need to be set for each report.

RESOURCES NEEDED:

5 case studies

Career information resources

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APPLYING THE DECISION-MAKING PROCESS

CONTENT OUTLINE	LEARNING-TEACHING ACTIVITIES	REFERENCES-RESOURCES
FOCUS: Students need to know what educational and training options are available to them upon graduation.	APPLYING THE DECISION-MAKING PROCESS: 1. Explain that to make a valid occupation choice concerning further education, one must gather information concerning himself or herself. 2. Ask students to list "things" that may help determine what career path they will choose. Example: . Grades . Family income . Likes, dislikes . Peer pressure . Family influence . Motivation . Others 3. Introduce five case studies. 4. Explain terminology. Be sure students have an understanding of the following terms (before handing out case studies): . SAT . Harrington O'Shea . Grade Point Average . Class rank 5. The assignment is to answer questions about the career choice given after evaluating the presented material.	HANDOUTS: Five case studies (one per group)

6. Divide the class into five groups.

7. Give each group a case study.

8. Each group will select a recorder-secretary to write group's responses.

9. Upon completion, instruct group to select someone to present a summary and findings of their study.

THE ARLENE McCLELLAN CASE

Family Background: Father is a high school teacher, mother is housewife, has older brother and younger sister.

Occupational Choice: Medical secretary

School Record: Point Average: 3.432 B Average
Class Rank: 18 (class of 240)
Grade Record:

	9	10	11	12
English	B	A	B	A
Math	B	B	B	-
Science	B	A	-	-
Latin	B	A	-	-
Social Studies	-	B	A	A

Test Results:

SAT scores		Achievement	
Verbal:	640	English:	685
Math:	620	Social Studies:	620
		Chemistry:	600

Harrington O'Shea CD-M System — Social, Scientific, Artistic

School Activities: National Honor Society, Y-Teens, Latin Club, school paper, Student Council, FTA

Outside Activities: Nurses' aide in local hospital (part-time)

School Evaluation: Works consistently and intently, lacks self-confidence, very dependable.

Discussion Considerations:

1. List items that support Arlene's occupational choice.
2. List items that seem to contradict Arlene's occupational choice.
3. Does Arlene's occupational choice seem to be a good one to you
4. What are some recommendations that might be helpful to Arlene

THE SANDRA BEECH CASE

Family Background: Father is skilled laborer, mother is housewife, only child

Occupational Choice: Dental technician

School Record: Point Average: 3.010 B average
Class Rank 27 (class of 150)
Grade Record:

	9	10	11	12
English	B	B	B	B
Math	C	C	C	B
Science	A	-	A	B
French	A	B	A	B
Social Studies	-	B	B	B

Test Results: None

School Activities: Student Council, French Club, Choir

Outside Activities: No record of outside activities available.

School Evaluation: Conscientious, dependable, well-read. Able to do college work.

Discussion Considerations:

1. List items that support Sandra's occupational choice.
2. List items that seem to contradict Sandra's occupational choice.
3. Does Sandra's occupational choice seem to be a good one to you
4. What additional information would you like to have available to assist Sandra with these decisions
5. What are some recommendations that might be helpful to Sandra

THE KAY MORGAN CASE

Family Background: Father operates trailer rental, mother works part-time in department store, has one older brother.

Occupational Choice: English teacher

School Record: Point Average: 2.205 C average
Class Rank: 95 (class of 150)
Grade Record:

	9	10	11	12
English	C	C	B	C
Math	D	C	-	-
Science	C	C	-	-
Foreign Languages	-	-	-	-
Social Studies	-	C	B	B

Test Results:

SAT Scores		Achievement	
Verbal:	403	English:	470
Math:	300	Social Studies:	500
		Chemistry:	380

Harrington O'Shea CD-M System — Social Scientific Conventional

School Activities: Future Teachers of America, Dramatics, Choir, Y-Teens, school paper.

Outside Activities: Works as clerk in local department store (part-time)

School Evaluation: Industrious, extroverted, very dependable, works to her best ability, well-liked, capable of doing college work.

Discussion Considerations:

1. List items that support Kay's occupational choice.
2. List items that seem to contradict Kay's occupational choice.
3. Does Kay's occupational choice seem to be a good one to you
4. What are some recommendations that might be helpful to Kay

THE TED CLEAVER CASE

Family Background: Father is a factory worker, mother is housewife, two older and four younger children.

Occupational Choice: Football coach

School Record:

Point Average: 1.638 D+ average

Class Rank: 110 (class of 150)

Grade Record:

	9	10	11	12
English	C	D	C	C
Math	C	D	-	-
Science	C	C	-	-
Latin	-	-	D	-
Social Studies	-	C	D	C

Test Results:

SAT Scores	
Verbal:	345
Math:	290

ACT (percentile)	
English	19
Math	29
Social Studies	20
Natural Science	29
Composite	28
Composite Raw Score	24

Harrington O'Shea CD-M System

Social
Crafts
Business

School Activities: Football, Basketball, Track

Outside Work: Part-time work for past three years

School Evaluation: Reliable, hard worker, fine athlete. Not highly recommended for college.

Discussion Considerations:

1. List items that support Ted's occupational choice.
2. List items that seem to contradict Ted's occupational choice.
3. Does Ted's occupational choice seem to be a good one to you
4. What are some recommendations that might be helpful to Ted

THE DON HARRISON CASE

Family Background: Father in sales work, mother is housewife, one younger brother

Occupational Choice: Aeronautical engineer

School Record:

Point Average: 3.39 B average

Class Rank: 30 (class of 150)

Grade Record:

	9	10	11	12
English	A	B	B	A
Math	A	A	A	A
Science	A	B	A	A
Latin	C	C	-	-
Social Studies	-	B	B	B

Test Results:

SAT Scores		Achievement	
Verbal:	560	English	600
Math:	620	Int. Math	630
		Physics	610

Harrington O'Shea CD-M System — Business, Scientific, Crafts

School Activities: Hi-Y Band, Science Club, Golf

Outside Activities: Eagle Scout, Draftsman (part-time)

School Evaluation: Excellent student, very industrious, reliable, quite personable

Discussion Considerations:

1. List items that support Don's occupational choice.
2. List items that seem to contradict Don's occupational choice.
3. Does Don's occupational choice seem to be a good one to you
4. What are some recommendations that might be helpful to Don

A PERSONALIZED HIGH SCHOOL EDUCATION PLAN

Content Outline	Learning-Teaching Activities	References-Resources
FOCUS: As high school graduation and college entrance requirements increase and the skills needed in the labor force continually change, it is critical for young people to design education plans several years in advance. These are tentative plans and can be revised as needed. The important lesson is the process used to design plans for the future.	<u>HIGH SCHOOL PLAN</u> 1. Arrange a class visit by high school IEC & counselors to discuss course offerings and graduation requirments. 2. Review with students materials which are relevant to planning high school courses. 3. Review self-appraisal information with individual students. 4. Ask students to complete a work-copy of course selections, grades 9-12, following directions on the Assignment Sheet. 5. Check the work-copy for realistic course selections and correctness of choices. 6. Ask students to record course selections and other specified information on a high school plan form. 7. Arrange to have a copy of the plan form sent to the high school counselors. NOTE: The high school plan form included with this guide is an example. Each school system may need to revise it to meet local needs.	Guidance Counselors and Vocational Counselors Course offering descriptions for local high school with special attention to vocational offerings. Graduation requirements Work-copy of •_____ Schools Student High School Plan,• for each student. Final copy of •_____ Schools Student High School Plan,• for each student. NCR paper - 3 layers

Date_____ Name_____

YOUR CAREER PLAN

In this exercise, you will organize your short- and long-term goals.

For example, one of your first goals will probably be to "attend high school." Write this goal under the column "Career Goals" in the chart on the next page. Enter the dates you expect to begin and complete that goal. The heading "Special Notes" is for any special information you want to remember.

Save this sheet. When you complete each goal, note the date in the "Completed!" column. Also save "Developing a Planning Sheet." You may want to refer to this information in the future.

Now go on to the next page.

Career Goal - Special Notes	Goal Long-term or Short-term	Date Begin	Date Com-pleted!
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

ASSIGNMENT SHEET _____

OCCUPATIONAL INFORMATION AND GUIDANCE LAB

ASSIGNMENT TITLE	HIGH SCHOOL PLAN
COMPETENCY NO. 008	Apply the decision-making process to formulate tentative high school plans.
OBJECTIVE NO. 008.08	The student will prepare a personalized high school education plan.
MATERIALS	Course offering descriptions from local high school, college, and vocational schools' catalogs. Work-copy of "Student High School Plan" form. Final copy of "Student High School Plan" form.

BACKGROUND INFORMATION

It is becoming increasingly important for middle and junior high school students to plan their high school courses carefully because:

(1) course requirements for high school graduation are increasing;
(2) requirements for college entrance are increasing, and
(3) skills needed to enter the work force are changing rapidly.

As you choose high school courses, you need to give careful consideration to your plans following high school graduation. Select courses that will meet your present goals.

Your plans may change during high school but you will have learned the steps you need to follow to prepare an educational plan should the need arise.

INSTRUCTIONS:

1. Study graduation requirements, course offerings at the high school, and admission requirements for post-secondary education or training of your choice.

2. Review the results of your self-appraisal activities. For example, interest inventories, work values checklist, and tentative career choices.

3. Prepare the work-copy of your high school education plan. Use a <u>pencil:</u>

   . Write in your legal name (no nicknames);
   . Write in your Social Security number (leave blank if you do not have a number);
   . Write in the name of the school you now attend.

Requirements for High School Graduation

English	4 units
Mathematics	3 units (to include Algebra I)
Science	3 units (to include Biology and a Physical Science)
Social Studies	3 units (Government/Economics, U.S. History and World Studies)
Health & Physical Education	1 unit
**Electives	6 units
TOTAL	20 units

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* To be effective with 9th grade class entering September 1992; projected to graduate June 1996.

** Based on a six period day over four years, most students will have an opportunity to select 4 additional electives, graduating with 24 units, rather than 20.

_____ COUNTY SCHOOLS
Personalized Education Plan

Name _____ Student Number _____

Grade	School Year	Career Interests	Ed. Plan (Code)
8th	19___		
9th	19___		
10th	19___		
11th	19___		

EDUCATIONAL PLAN

A. Attend two-year or four-year college or university.
B. Enter armed services.
C. Pursue technical or special career training after graduation.
D. Secure employment after graduation.
E. Secure employment but not graduate.
F. Undecided at this time.

GRADUATION REQUIREMENTS

units of English
units of Math
unit American History
unit Civics
unit Biology
unit Science
unit Physical Education
__ units Electives

Total Units

NOTE: Refer to **Student Registration** Booklet for course sequence and prerequisites.

TEST INFORMATION

Achievement

GRADE	SIGNIFICANT AREAS*

APTITUDE

GRADE	NAMES OF TEST	SIGNIFICANT AREAS

INTEREST

GRADE	NAMES OF TEST	RESULTS

*Significant scores could be either high or low percenti which could be considered in choosing or avoid cert. careers.

NINTH		TENTH		ELEVENTH		TWELFTH	
English I		English II		English III		English IV	
Phy. Ed.		Phy. Ed.		U. S. History			
Civics		Biology					
Science							

Name of Counselor _____ Telephone Number _____

Counselor: White Copy

luator: Canary Copy

Parent: Blue Copy

1517

1587

1588

Student ID Number _____

_____SCHOOLS STUDENT CAREER PLAN

Name _____

Address _____

Probable High School Assignment _____

Junior High School _____

School subjects you like most _____ _____

School subjects you like least _____ _____

Career Goals: _____

_____

Future Education Plans (code)

___ A. No additional training or education
___ B. On-the-job training or Apprenticeship
___ C. Lincoln County School of Technology
___ D. Military Service
___ E. Nursing School
___ F. Business School
___ G. Vocational or Technical School
___ H. Two year community college
___ I. Four-year College or University
___ J. Graduate School or Professional School

Scholars Plan: _____

Alternate Course Selections: 9th _____

_____

10th _____

_____

11th _____

_____

12th _____

_____

High School Planning

NINTH			TENTH			ELEVENTH			TWELFTH		
English I			English II			English III			English IV		
Econ./Govt.			Biology			US History					
Science											
Math											
Phy. Ed./Health											

1589

1590

Counselor's Copy - White

Advisor/Homeroom Teacher's Copy - Pink

Parent's Copy - Blue

_____ SCHOOLS STUDENT HIGH SCHOOL PLAN Date_____

Name_____ Social Security No. _____ Junior High School_____

Address_____ Probable High School Assignment _____

Father--Level of Education Completed_____ Occupation_____
Optional Optional

Mother--Level of Education Completed_____ Occupation_____
Optional Optional

School subjects you like most _____ _____

School subjects you like least _____ _____

Abilities

_____

_____

_____

Free Time Activities or Hobbies

_____

_____

_____

Occupational Preferences _____ _____

Future Education Plans (code)

A. Graduate School or Professional School
B. Four-year College or University
C. Two-year Community College
D. Vocational or Technical School
E. Business School
F. Nursing School
G. Military Service
H. On-the-job training or apprenticeship
I. No additional training or education

First/Second Choice for Post-Secondary Institute/or Work Preference

First Choice:_____

Second Choice:_____

SCORES

1519

High School Planning

NINTH		TENTH		ELEVENTH		TWELFTH	
English I		English II		English III		English IV	
Soc. Stu.							
Science							
Math							
Phy. Ed.							
Health							

1591

Student's Copy - White Advisor/Homeroom Teacher's Copy - Pink Counselor's Copy - Yellow

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RESOURCE LIST

TEXTBOOKS

Title	Publisher
1. Choosing the Right Career workbook teacher's guide student's guide	McKnight Publishing Bloomington, IL
2. *Your Career Adventure teacher's guide student workbook	West Publishing Co. 50 West Kellogg Blvd. P. O. Box 64526 St. Paul, MN 55164-0526
3. *Career Skills teacher's guide student workbook library skills book	Glencoe/McGraw Hill 15319 Chatsworth St. P. O. Box 9509 Mission Hills, CA 91395-9509
4. Exploring Career Decision-Making teacher's guide	Glencoe Publishing Co. 17337 Ventura Blvd. Encino, CA 91316
5. Entering the World of Work teacher's guide student workbook	Glencoe Division Macmillan/McGraw Hill 15319 Chatsworth St. P. O. Box 9609 Mission Hills, CA 91346-9609
6. Working Today and Tomorrow student workbook	EMC Publishing 300 York Ave. St. Paul, MN 55101
7. Decisions teacher's guide student workbook	EMC Publishing 300 York Ave. St. Paul, MN 55101
8. Exploring Careers teacher's guide student's guide	JIST Works, Inc. 720 North Park Ave. Indianapolis, IN 46202-3431 1-800-648-JIST

*Indicates preferred resource

OTHER RESOURCES

Title	Publisher
1. *Career Choices in North Carolina	The North Carolina State Occupational Information Coordinating Committee P. O. Box 27625 Raleigh, NC 27611
2. *Getting Started	The North Carolina State Occupational Information Coordinating Committee P. O. Box 27625 Raleigh, NC 27611
3. Copy masters on: a) "Managing Yourself" b) "Choosing a Job You'll Like" c) "Exploring Conflict and Aggression" d) "Interpersonal Communications" e) "Survival Skills in the World of Work" f) "Explorations in Nonverbal Communication" g) "Job Writing Skills" h) "Interview Packet" i) "Employment and You"	J. Weston Walch Portland, ME 04104
4. Career World magazine	Weekly Reader Corp. 245 Long Hill Rd. Middletown, CT 06457 or Career World Publications and Subscription Offices Weekly Reader Corp. 4343 Equity Dr. Columbus, OH 43228
5. American Careers magazine	Career Communications, Inc. 6701 West 64th St. Overland Park, KS 66202 913-362-7788

Title	Publisher
6. Worker Trait Group Guide	Meridian Education Corp Bloomington, IL 61701
7. *Occupational Outlook Handbook activities handbook	JIST Works Inc. The Job Search People 720 North Park Ave. Indianapolis, IN 46202-3431 1-800-648-JIST
8. *The Enhanced Guide for Occupational Exploration	JIST Works Inc. 720 North Park Ave. Indianapolis, IN 46202-3431 317-264-3720
9. Military Career Guide	U.S. Military Entrance Processing Command 2500 Green Bay Rd. North Chicago, IL 60064 1-800-323-0513
10. Preparing for your career copy masters on: a) Self-Awareness b) Career Awareness c) Job Thinking d) Finding a Job e) Job Information f) Job Attitudes	Instructional Fair Inc. Grand Rapids, MI 49501
11. Life Skills -- Attitudes on the Job	Educational Design, Inc. 47 West 13th St. New York, NY 10011 212-255-7900
12. *Dictionary of Occupational Titles	U.S. Government Printing Office Washington, DC 20402
13. *Mini-Briefs	Opportunities for Learning, Inc. Career Aids Division 20417 Nordhoff St. Chatsworth, CA 91311
14. *Career Briefs	
15. Math on the Job Book A Math on the Job Book B	Opportunities for Learning, Inc. 20417 Nordhoff St. Chatsworth, CA 91311

Title	Publisher
16. Exploring Careers student's guide	JIST Works 720 North Park Ave. Indianapolis, IN 46202-3431 1-800-648-JIST
17. *Occu-File	Opportunities for Learning, Inc. Career Aids Division 20417 Nordhoff St. Chatsworth, CA 91311
18. *Choices magazine	Scholastic Choices Scholastic, Inc. 2931 East McCarty St. P. O. Box 3710 Jefferson City, MO 65102-3710
19. *Penny Power magazine	
20. *Exploratory Career Kit	
21. *Consumer and Life Studies magazine	
22. Life Skills - Reading Job Survival Skills Life Skills - Me and My Future	Educational Design, Inc. 47 West 13th St. New York, NY 10011 212-255-7900
23. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning	Choices Advocacy Press P. O. Box 236 Santa Barbara, CA 93102
24. The Right Job for You Making Decisions - Learning to Take Control of Your Life Your Career - Thinking About Jobs and Careers Career Preparation - Getting the Most from Training and Education	JIST Works, Inc. 720 North Park Ave. Indianapolis, IN 46202-3431 1-800-648-JIST

Title	Publisher
Knowing Yourself - Learning About Your Skills, Values, and Planning Your Life	
25. Young Living textbook teacher's guide student workbook	Glencoe/McGraw Hill 15319 Chatsworth St. P.O. Box 9509 Mission Hills, CA 91395-9509
26. Emily Post Talks with Teens About Manners and Etiquette	Harper & Row, Inc. 10 East 53rd St. New York, NY 10022
27. Succeeding in the World of Work	Glencoe Division Macmillan/McGraw Hill Publishing Co. 15319 Chatsworth St. P. O. Box 9609 Mission Hills, CA 91346-9609
28. Choices/Challenges	Advocacy Press P. O. Box 236 Santa Barbara, CA 93102
29. Teen Living	Prentice-Hall, Inc. Needham, MA Englewood Cliffs, NJ
30. Today's Teen	Glencoe Publishing Co. 15319 Chatsworth St. P. O. Box 9509 Mission Hills, CA 91395-9509
31. Going Places With Your Personality	David S. Lake Publishers Belmont, CA
32. Don't Get Fired!	Janus Book Publishers Hayward, CA
33. Working at Human Relations	Gregg Division McGraw-Hill Book Co.
34. Growing on the Job	Gregg Division McGraw-Hill Book Co.
35. Life Skills - Attitudes in Everyday Living and Life Skills - Attitudes on the Job	Educational Design, Inc. 47 West 13th St. New York, NY 10011

Title	Publisher
36. Real Life Employment Skills	Scholastic, Inc. 730 Broadway New York, NY 10003
37. Zillions	Consumers Union of U.S., Inc. 101 Truman Ave. Yonkers, NY 10703-1057
38. Steps in Home Living	
39. Life Skills - Math 2 exercise supplement	Educational Design, Inc. 47 West 13th St. New York, NY 10011
40. Life Skills Workshop	Linqui Systems, Inc. 3100 - 4th Ave. East Moline, IL 61244
41. Career Skills	

VIDEOS

"Getting Along With Others"
Cambridge Career Products
P. O. Box 2153
Charleston, WV 25328-2153

"Keys to Job Success"
Career Development Software
The School Co.
P. O. Box 5379
Vancouver, WA 98668

"Self-Awareness and Your Career Options"
Cambridge Career Products
P. O. Box 2153
Charleston, WV 25328-2153

"Cast Social Skills"
The Conover Company, Ltd.
P. O. Box 155
Omro, WI 54963
(set of videos, workbooks)

"Vocational Learning Styles Inventory"
Piney Mountain Press, Inc.
P. O. Box 333
Cleveland, GA 30528
(video, worksheet, software)

CASE Interest Inventory
American Assessment Corp.
P. O. Box 1125
Gardendale, AL 35071
(assessment)

"Job Attitudes and Habits"
Educational Design, Inc.
47 West 13th St.
New York, NY 10011
212-255-7900
(videos or filmstrips, about 10 minutes each)

COMPUTER PROGRAMS

Title	Supplier
1. *"Occupational Outlook Handbook"	
2. *"Dictionary of Occupational Titles"	
3. *"North Carolina Careers"	The North Carolina State Occupational Information Coordinating Committee 1311 St. Mary's St., Rm. 250 P. O. Box 27625 Raleigh, NC 27611
4. *"Career Search"	
5. *"Career Exploration"	
6. *C.P.S. (Career Planning Systems)	The Conover Company, Ltd. P. O. Box 155 Omro, WI 54963
7. "Cast" Career and Social Skills Training	The Conover Company, Ltd. P. O. Box 155 Omro, WI 54963

SOFTWARE

"Career Compass"
Meridian Education Corp.
236 E. Front St.
Bloomington, IL 61701

"Career Directions"
Jefferson Software
Systems Designs Assoc.,Inc.
#2 Players Club Dr.
Charleston, WV 25311

"Career Quest"
Cambridge Career Products
P. O. Box 2153
Charleston, WV 25328-2153

"Choices, Jr."
STM Systems Corp.
Careerware
810 Proctor Avenue
Industrial Park Bldg. #3
Ogdensburg, NY 13669

"Fill In the Blank -- The Job Application Form"
Orange Juice Software Systems
338 South Arch Ave.
New Richmond, WI 54017

"Going In to Win -- The Interview"
Orange Juice Software Systems
338 South Arch Ave.
New Richmond, WI 54017

SOFTWARE (Cont'd.)

The C.D.S. Career Development System
Career Development Software, Inc.
The School Co.
P. O. Box 5379
Vancouver, WA 98668

MECA
Microcomputer Evaluation of Career Areas
The Conover Company, Ltd.
P. O. Box 155
Omro, WI 54963

Micro-version of the Occupational Outlook Handbook
Career Development Software, Inc.
The School Co.
P. O. Box 5379
Vancouver, WA 98668

Coin Educational Products
3361 Executive Parkway
Suite 302
Toledo, OH 43606

SUPPLIERS' ADDRESSES

J. Weston Walch
P. O. Box 658
Portland, ME 04104

Job-O Survey
CFKR Career Materials Inc.
P. O. Box 437
Meadow Vista, CA 95722

CAPS Survey
Edits
P. O. Box 7234
San Diego, CA 92107

COPS Survey
Edits
P. O. Box 7234
San Diego, CA 92107

EWOW
CFKR Career Materials
P. O. Box 437
Meadow Vista, CA 95722

Career Area Interest Checklist
Appalachian Educational Laboratory, Inc.
Charleston, WV 25325

EQUIPMENT

Money Skills Interviewer
Whyte Ellington
Ellington Educational Systems
Raleigh, NC 27608

CAREER DEVELOPMENT
Equipment List

Exploring Career Decisions

Equipment	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item:Student
Filmstrip Projector	1	
Slide Projector	1	
Overhead Projector	1	
Cassette Player/Recorder		1:4
Filmstrip Viewer (individual)		1:4
A.V. Screen	1	
Video Cassette Player	1	
Monitor	1	
Video Camera	1	
Microfiche Reader	1	
Automatic Film Previewer	1	
Paper Cutter	1	
Microcomputer with Printer (64k minimum)		1:4
Calculator (personal)		1:4
Calculator (desk)	1	
*Cash Register (electronic)	1	
Telephone	1	
Microscope	1	
Wood-top Work Bench	1	
Woodworking Vice	1	
Machinist Vice	1	
Typewriter (electronic)		1:4
Listening Center		1:4
Electric Range	1	
Refrigerator	1	
Sewing Machine	1	
Hand Tool Set		1:4
Sabre Saw	1	
Scales (weight)	1	
Electric Sander	1	
Electric Drill	1	
Safety Goggles Cabinet	1	
Mannequin	1	
Shovel		1:4
Spade		1:4
Microwave Oven	1	

*Optional

CAREER DEVELOPMENT
Supply List

Exploring Career Decisions

Supplies	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item:Student
Dictionary of Occupational Titles		1:4
Guide to Occupational Exploration		1:4
Encyclopedia of Careers	2	
Occupational Outlook Handbook		1:4
Career World Magazine		1:4
Textbooks (class-size set)	1	
Worker Trait Group Guide		1:4
Mini-briefs (set)	2	
Serving tray	3	
Set dental tools	1	
Tooth Model	1	
Steam iron	1	
Dishes (assorted) (set)	1	
Rulers		1:1
Scissors		1:2
Claw hammer	3	
Handsaw	3	
Fingerprint kit	1	
Broom/dust pan	1	
Pitchers	4	
Stethoscope	1	
Eye chart	1	
Sphygmomanometer	1	
Thermometer (fever)	2	
Thermometer	1	
Slides/cover slips (set)	1	
Flatware (set)	1	
Frying pan (electric)	1	
Popcorn popper	1	
Electric mixer (portable)	2	
Kitchen utensils (variety-set)	2	
Measuring cups (set)	3	
Measuring cup (glass)	3	
Measuring spoons (set)	3	
Blender	1	
Staple gun	1	
Can opener (electric)	1	

CAREER DEVELOPMENT
Supply List

Exploring Career Decisions *(Continued)*

Supplies	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item:Student
Wig stand (head)	3	
Cosmetology supply set	2	
Hair dryer	1	
Curling iron	1	
Pot/pan (set)	4	
Mixing bowl (set)	3	
Cookie sheet	4	
Kitchen linen (set)	2	
Globe	1	
Safety goggle		1:4
Egg candler	1	
Aquarium	1	
Terrarium	1	
T-square	1	

$4 to $7 per student for consumable goods such as worksheets, inventories, food, etc. is needed.